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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of June 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Indonesian President Wahid faces impeachment (June 1); suicide bombing attack at a Tel Aviv disco, AIDS 20th anniversary, Democrats gain control of the Senate, British elections, and global warming (June 4-8); Gulf Coast floods, Timothy McVeigh execution, President Bush in Europe, and President Bush announces an end to military activities on Vieques (June 11-15); Russian President Vladimir Putin proposes a Balkan peace initiative, U.S.-Russia relations, a congressional hearing begins on the problems surrounding the Ford Explorer and Firestone tires, a Patients' Bill of Rights is considered in the Senate, and California's energy crisis (June 18-22); extradition of Slobodan Milosevic, U.N. AIDS conference, juvenile diabetes, Federal Reserve interest rate cut, and Microsoft ruling (June 25-29). (MES)

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CNN Newsroom Classroom Guides, June 2001

By: Turner Learning, Inc.

IR020847

M. Stevens

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CNN NEWSROOM Guide

June 01, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 01:20...02:00

Top Story ... 05:00...07:00
-Indonesian Pres. Wahid faces impeachment.
-Civil unrest in Indonesia could have far-reaching consequences.

DAILY DESK ... 00:30...07:30

Editor's Desk ... 02:15...09:45
Aliza Sherman's website helps women navigate the Internet.

WORLDVIEW ... 00:20...10:05

Inside North America ... 10:20...20:25
Recent racial tension in Cincinnati brings the race issue back into the national spotlight.

Turner Website Information ... 00:45...21:10
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...21:40

Student Bureau ... 01:50...23:30
CNN's Student Bureau interviews space tourist Dennis Tito.

Ask CNN: The Body in Space ... 01:00...24:30
What happens to your body in space?

No More Pennies? ... 02:40...27:10
Have pennies become "confetti coins" we no longer need?

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Indonesia Upheaval

1. Locate the nation of Indonesia on a world map. Who is the president of this country? What action has President Wahid's parliament taken against him? What prompted this action?

2. What international meeting has just concluded in Indonesia? How did President Wahid respond to questions about his pending impeachment at this meeting? When will the actual impeachment proceedings take place? Why could his impeachment be months away? According to Speaker of the National Assembly Amien Rais, is it possible for Wahid to avoid impeachment? Explain. How have Wahid's supporters reacted to the impeachment announcement?

3. How is President Wahid threatening to use his powers to remain in control of the government? What is the IMF? What action has the International Monetary Fund taken in the wake of civil unrest in Indonesia? How is Indonesia's political situation affecting international investment in the country? What "spillover effects" could result for neighboring countries?

4. Generate a class discussion about the effects of political instability on a country's economy. What kinds of factors and circumstances create a climate of political instability? How do these factors usually affect economic issues such as international investment and currency value? Divide the class into small groups, and direct each to research Indonesia's recent political and economic history. Share group findings. How could civil unrest resulting from Indonesia's political climate hurt its economy? Is there anything the Indonesian government and its people could do to minimize the political and economic fallout? Discuss.

   EXTENSION: Indonesia has been referred to as "a fragile archipelago." Ask students: What do you think this means? What do you think it would take to "strengthen" this country and make it a reliable contributor to the global economy?

LINKS:
http://www.cnn.com/2001/WORLD/asiapcf/southeast/05/30/indonesia.wahid.06/index.html
http://www.indocenter.co.id/
http://www.cnn.com/SPECIALS/2001/indonesia/
http://www.cnn.com/2001/WORLD/asiapcf/southeast/02/19/indonesia.timeline/index.html
http://www.cnn.com/2001/BUSINESS/asia/03/13/indonesia.business/index.html

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EDITOR'S NOTE:
Indonesia
Abdurrahman Wahid
impeachment
parliament
economic reforms
human rights
investors
stability

DAILY DESK

Editor's Desk: Cybergirl

1. Who is Aliza Sherman? What is the goal of her website? How does she seem to evaluate her work on Cybergrrl? What is Sherman doing currently, and from where?

2. How do you evaluate Sherman's departure from the high-tech world? Does this indicate to you that

there is a contradiction between her "mission to unite women by showing them the advantages of the Internet, both professionally and personally" and her current lifestyle? Why or why not?

3. Discuss the following statement by Sherman: "I think for too long women did not have access to the right tools or to the right positions to truly have access at the highest levels in business. Now with the Internet we always say that the playing field is leveling." Have students offer their opinions of what they think are the "right tools" and "right positions."

4. Challenge students to write essays that address the following questions: Do you believe that the Internet has allowed women to rise to the top of the business world? If so, in what ways? Explain. If not, what do you think it will take for women to achieve an equal playing field with men in the world of business and industry, and why?

LINKS:
http://www.cybergrrl.com
http://www.webgrrls.com/

EDITOR'S NOTE:
the Web
Internet
Cybergrrl
business professionals

WORLDVIEW

Inside North America: Race Matters

1. Locate the city of Cincinnati on a U.S. map. Who is the mayor of this city? Who was Timothy Thomas? How did his death lead to racial tensions in Cincinnati? Who is Damon Lynch? Why does he believe that Timothy Thomas was no different from most young black men in Cincinnati? How does he feel about the action the police took when they confronted Thomas? How does the president of Cincinnati's police union, Keith Fangman, respond to Rev. Lynch's charge?

2. In what capacity did Cecil Thomas serve Cincinnati for almost 30 years? What position does he hold now? What did a report he wrote two years ago predict about relations between the black community and police? How does he assess what he calls "the police culture"? When did Mayor Charlie Luken first warn that relations between the police and African Americans could become violent? According to critics, how has the city reacted to this and other warnings?

3. What has the city council done in recent months to address the problems between the African-American community and Cincinnati's police? What is racial profiling? Why is the American Civil Liberties Union suing the city, in spite of passage of this law?

4. What is racism? How does Mayor Luken respond to the question of whether or not there is racism on his city's police force? According to leaders of the city's African-American community, why did protesters take to the streets in April? What impact have the riots had on the city? Do the city's residents, black and white, think Cincinnati is more racist than other cities in North America? Explain.

5. What is segregation? What evidence exists to support the claim that Cincinnati is a segregated city? According to historian Dan Hurley, what are the underlying factors behind segregation in Cincinnati? Do you agree with his assertion that it is healthy for humans to confront each other with their problems? State your rationale.

6. At the end of this story, Mayor Luken talks about his city's need to "build some trust" in order to have "a framework for dialogue" when problems occur. Divide your class into groups. Challenge each group to assume the role of a mayoral task force, and come up with a list of recommendations for building trust among Cincinnati's government, police and African-American community. Have each group share its list. Discuss realistic steps that each party could take to create a positive social climate in Cincinnati.

7. What is racism? Why does it exist? What is the state of race relations in your community? Have students observe race relations in different places within their community. Help students brainstorm a list of places they may want to observe, such as:
   - the school cafeteria
   - a hospital
   - a mall
   - a ballpark or other sports site
   - a classroom
   - public transportation.

   Have students write reports of their findings and share them with the class. Then, ask: Does racism exist in your community? If so, what is being done to address the issue? Do you think civil unrest, similar to what has occurred in Cincinnati, could happen in your community? Why or why not? If racism doesn't exist, what could other communities learn from yours?

8. Some of Cincinnati's African-American leaders believe that the underlying problem in the city is an economic one. One points out that business and government need to create "a bigger pie so that more people can be part of the American dream." Challenge students, working in groups, to come up with ideas to stimulate economic opportunity in Cincinnati. Remind students that they will need to generate ways to attract investors to the city, as well as come up with things the city can do to promote business. Have each group present its ideas. If the city promotes an atmosphere conducive to business and corporations are willing to invest in Cincinnati, what can the city's residents do to promote economic opportunity for all? Discuss.

LINKS:
http://www.newhorizons.org/announce_pbsrace.html
http://www.cnn.com/2001/US/04/12/cincinnati.riots.01/index.html?s=2
http://www.cnn.com/2001/US/04/10/cincinnati.protest.04/
http://cincinnati.com/
http://www.naacp.org/

EDITOR'S NOTE:
Cincinnati
Charlie Luken
racism
police union
criminalize
"police culture"
racial profiling
segregated

NEWS CHRONICLE

Student Bureau: Dennis Tito

1. Who is Dennis Tito? What distinction did he recently earn? How much did his ticket to space cost? Whose spacecraft brought him to the ISS? When did Tito first think about becoming an astronaut? How does he describe his recent flight into space?

2. What does Dennis Tito think about the future of space tourism? Why does he advise tomorrow's space tourists to start saving money today? Why is it unlikely that future space tourists will be allowed aboard the ISS? What will their experience be like instead?

3. Refer students back to recent news accounts to learn more about Dennis Tito's excursion into space and the issues it raised. Discuss the reasons behind NASA's objections to his trip. Then, direct students to the last website below to learn how his flight has impacted U.S.-Russian relations. Divide the class into small groups. Challenge each group to rate Dennis Tito's trip as a triumph or a failure in each of the following categories: Space exploration, business, diplomacy. Have groups present their ratings and discuss the rationale behind each.

4. Teachers: Follow this link to the CNNfyi.com lesson plan "Tourists in Space": http://fyi.cnn.com/fyi/interactive/specials/space/lesson.plans/space.tourist.lp.html.

   For related material from Riverdeep.net's "What's it like to Meet an Astronaut?", go to: http://www.riverdeep.net/teaching_the_news/news_2000/august/090100_astronaut.jhtml.

LINKS:
http://spaceflight.nasa.gov/station/
http://www.fas.org/spp/civil/russia/
http://www.cnn.com/2001/TECH/space/05/29/space.goldin.reut/index.html

No More Pennies?

1. How many pennies does the U.S. Mint coin each year? Of what metal are pennies primarily made? Whose profile is on the penny? In what ways are pennies still useful coins? Where have they become useless?

2. Why do some in Congress want to do away with the penny? According to Mark Weller of Americans for Common Cents, what percentage of the American public wants to keep the penny? Why do you think this number is so high? How does the penny serve as a hedge against inflation?

3. Direct students to the fourth website below, the Americans for Common Cents "Ten Reasons to Keep the Penny" list. As a class, read and discuss the cultural, economic, and charitable issues that support keeping the penny. Then divide the class into groups. Challenge each group to come up with as many reasons as they can for getting rid of the penny. (See if they can come up with ten reasons.) Allow groups time to conduct research, if needed. Have each group share its list. Poll students to see how many favor keeping the one cent coin and how many favor abolishing it.

LINKS:
http://pennypage.com/default.asp
http://www.pennies.org/index.html
http://www.pennies.org/history/intro.html
http://www.pennies.org/topten.html
http://www.usmint.gov/

EDITOR'S NOTE:
Dennis Tito
space tourist
NASA
International Space Station
astronaut
penny
zinc

inflation

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CNN NEWSROOM Guide

June 04, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:35...01:10

Top Story ... 06:15...07:25
-Twenty people die in a suicide bombing attack at a Tel Aviv disco.
-Israel's Russian community is hit hard by the attack.

DAILY DESK ... 00:30...07:55

Environment Desk ... 02:45...10:40
Will the car of the future run on liquid hydrogen?

WORLDVIEW ... 00:35...11:15

Wild Kingdom ... 02:40...13:55
The second-largest dinosaur is found in Egypt.

Political Front ... 03:10...17:05
The U.N. urges China to abolish its labor camps.

Sports Page: Olympics 2008 ... 02:10...19:15
Three cities battle for the right to stage the 2008 Summer Olympics.

Artistry in Action ... 04:10...23:25
A new film depicts the last years of French rule in Southeast Asia.

NEWS CHRONICLE ... 00:25...23:50

Guide Horse ... 03:30...27:20
Miniature horses are being used to guide the visually impaired.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mideast Conflict

1. Why are Palestinians and Israelis fighting? What is the political significance of the West Bank and Gaza? How many people were killed and injured in last Friday's suicide bombing? Who is allegedly responsible for the attack?

2. What is terrorism? How does it differ from other acts of violence, such as war? Refer students to the fourth link below to learn about the impact and reaction to the suicide bombings that occurred in Israel last March. Then ask: How is the response of Palestinian and Israeli leaders to Friday's bombing different from their responses to the March bombings? Why do you think Ariel Sharon has decided to respond politically, rather than militarily, to Friday's attack?

3. In the video, Sharon states that, "Restraint is also an element of strength." What do you think he means? Give an example. Why do you think some Israelis disagree with Sharon's decision not to retaliate against Palestine at this time? What is your opinion of Sharon's decision? What might Israel, the Palestinian Authority, and the international community do to stop the suicide bombings? Discuss.

4. Ask students to consider what they think the best course of action for the Israelis and Palestinians is at this point. Have students work in groups to review the recent history and status of Israeli-Palistinian relations, including the peace process to date and the events that have interrupted its progress. Share their findings in class discussion. Then have each student use what he/she has seen in the video, combined with the information gathered in research and discussion, to write a newspaper editorial that might appear in either an Israeli or a Palestinian paper. The focus of the editorial should be an opinion, supported with fact, on what course that government should pursue. Should international observers be allowed into the region? Should the peace process resume? If so, under what conditions? If not, what is the alternative?

5. Which Israeli community was hit hardest by Friday's bombing? How does it make you feel to know that many of the victims of this bombing were teenagers? How has this bombing affected the victims' loved ones and Israel's Russian community as a whole? How might Sharon's reaction to the bombing impact his relationship with Israel's Russian community and his position as prime minister? Discuss.

6. Refer groups of students to the last four links below to learn about the history of Jews in Russia and why so many Russian Jews have emigrated to Israel in recent years. What contributions did the Jews make to Russia? Why were they persecuted? Have attitudes towards Jews in Russia changed since the Soviet era? What challenges have many Russian emigrants encountered? Have each group present its findings. Ask students: If you were a member of Israel's Russian community, what major concerns would you have at this time? How would you want Sharon to respond to the suicide bombing?

7. TEACHERS: For more information and a lesson plan on the escalating violence in the Middle East, visit the following CNNfyi.com site:
http://www.cnn.com/2001/fyi/lesson.plans/03/29/mideast/.

   Also, for a class project that focuses on the history of Jerusalem and why it has been a focal point for violent conflict since 1000 B.C., check out the following HighWired.com site:
http://www.highwired.com/Classroom/Project/0,2069,1753-63696,00.html.

LINKS:
http://www.cnn.com/2001/WORLD/meast/06/03/israel.ceasefire/index.html
http://www.cnn.com/SPECIALS/2000/mideast/

http://www.emulateme.com/westbank.htm
http://www.cnn.com/2001/WORLD/meast/03/28/israel.attacks.04/index.html
http://www.ripnet.org/strategies/religions/emigrationrises.htm
http://www.friends-partne..org/partners/beyond-the-pale/
http://www.khazaria.com/
http://www.fsumonitor.com/indices/Russia.shtml

EDITOR'S NOTE:
Palestinian-Israeli conflict
Tel Aviv
Ariel Sharon
Yasser Arafat
suicide bombing
restraint
Russian Jews
cease-fire

DAILY DESK

Environment Desk: Hydrogen Car

1. On what fuel does BMW's new experimental sedan run? Why has BMW chosen to fuel the car in this way?

2. Have students identify the similarities and differences between hydrogen-fueled cars and gas-fueled cars? Have students identify the sources of these fuels, their environmental impact, and the safety issues associated with using liquid hydrogen and gasoline. Do you think the public will embrace the use of hydrogen cars? In your opinion, will hydrogen be the fuel of the future? Why or why not? What, if anything, will provide a kick-start for the use of liquid hydrogen or other alternative fuels? Would you want to own a hydrogen-fueled vehicle? Discuss.

3. TEACHERS: For additional discussion questions and activities related to this topic, visit the following CNNfyi.com site: http://www.cnn.com/2001/fyi/lesson.plans/03/20/future.fuel/index.html.

LINKS:
http://cnn.com/2001/TECH/science/03/16/hydrogen.cars/index.html
http://cnn.com/2001/TECH/science/05/11/liquid.hydrogen.t_t/index.html
http://www.bmwgroup.com/e/index2.shtml?s80&0_0_www_bmwgroup_com/7_innovation/7_1_clean_e
http://www.nrel.gov/

EDITOR'S NOTE:
hydrogen-fueled vehicle
fossil fuels
alternative energy

WORLDVIEW

Wild Kingdom: Egypt Dinosaur

1. What types of fossils were discovered in Egypt? How old are these dinosaur bones? Why is the

discovery of these fossils significant? Why was the dinosaur named "Paralititan"? What is a herbivore? What were some of the Paralititan's predators? Why was this excavation challenging?

2. How will the discovery of the Paralititan enhance scientists' understanding about dinosaurs and the history of the Earth? Why do you think people are interested in dinosaurs?

3. Point out to students that the Paralititan is a type of "sauropod." Direct students to use multimedia resources to learn about sauropods and their environment during the Jurassic period. As a class, design a habitat for the sauropod. Divide your class into groups. Have each group prepare a multimedia presentation about one of the following aspects of the Jurassic period: The geography, topography, climate, plants or animals. Have each group report its findings. Discuss how the sauropod was adapted for its environment, i.e., what it ate, its predators and how it protected itself. What geological changes occurred during the Jurassic period? In what ways could these changes have impacted the life of the sauropod?

4. Refer to the last website below to learn about extinction. Divide your class into groups. Have each group research one of the scientific theories about why dinosaurs became extinct. After each group has presented its findings, poll the class to see which theory students support.

LINKS:
http://cnn.com/2001/TECH/science/05/31/egypt.dinosaur/index.html
http://www.upenn.edu/pennnews/releases/2001/Q2/smith0501.html
http://www.zoomdinosaurs.com/

Political Front: China Human Rights

1. What human rights issues has U.N. human rights chief Mary Robinson raised with Chinese authorities? What is Falun Gong? Why are Chinese authorities sending Falun Gong followers to labor reform camps? Why does Robinson criticize this practice? How has the Chinese government responded to Robinson's criticisms?

2. Inform students that, for a religion to establish itself in China, it must be officially recognized by the Chinese government. Why is this a requirement? How do Chinese authorities control religion within their borders? Direct students to work in groups to learn more about state control of religion under Chinese communism. Share group findings. Why is religion considered an enemy of the state to the Chinese authorities? Why do students think the authorities find Falun Gong especially threatening? Discuss.

3. Challenge students to draw their own conclusions about the state of human rights in today's China. Direct them to work in groups to collect information on the topic, using the Internet, print media and news reports. (**NOTE TO TEACHERS:** You may wish to preview the human rights websites below to determine whether their images and accounts are appropriate for your students.) Then direct each group to consult the second website below for a copy of the United Nations' "Universal Declaration of Human Rights," and use this as the standard by which students judge China's human rights record. Have each group use its information to create a "Human Rights Report Card" for China. Instruct groups to come up with different categories and indicate a "grade" for each based on their findings. Have groups share and discuss their conclusions.

4. TEACHERS: To learn more about the conflicts that are keeping China in the news, including alleged human rights violations, check out the following HighWired.com Classroom Project: http://www.highwired.com/Classroom/Project/0,2069,23713-60336,00.html

LINKS:
http://www.unhchr.ch/hchr_un.htm
http://www.hrichina.org/
http://www.amnesty.org/
http://cnn.com/2001/WORLD/asiapcf/east/02/26/china.robinson/index.html

http://insidechina.com/
http://www.religiousfreedom.com/wrpt/Chinarpt.htm

Sports Page: Olympics 2008

1. Which three cities are finalists in the contest to host the 2008 Summer Olympics? How does the International Olympic Committee determine which city will host the 2008 Olympics?

2. Which city do your students think should be the site of the 2008 Olympics? Have students list the three cities that are finalists to host the 2008 Games. Divide the class into three groups, each representing one of these cities. Then have each group conduct research to learn more about its chosen city, including possible venue sites, transportation, housing for athletes and visitors, crime and security, climate, and international appeal. Have each group give a formal presentation to the rest of the class. Which city do students think is most likely to be selected? Why?

LINKS:
http://www.olympic.org/IOC/e/news/open_news.asp
http://prp.olympic.org/ioc/e/facts/cities/report_ioc_2008_e.html
http://cnn.com/2001/WORLD/asiapcf/east/05/15/olympics.2008.report.02/index.html

Artistry in Action: "The Quiet American"

1. Who is Philip Noyce? What is the subject of his film "The Quiet American"? Who wrote the book upon which this movie is based? How is this film different from other war movies about Vietnam?

2. Refer students to their texts, and the first three links below, to learn about the events leading up to the U.S. involvement in Vietnam. Pose the following questions to guide students' research:
   1. When and why did France occupy Vietnam?
   2. What is colonialism?
   3. What was the purpose and outcome of the French Indochina War?
   4. Why was the battle at Dien Bien Phu historically significant?
   5. When and under what circumstances did Vietnam officially become a divided nation, with a communist North and a non-communist South?
   6. Who was Ho Chi Minh and what were his political objectives?
   7. When and why did the U.S. become involved in the Vietnam War?
   8. What was the political climate in the U.S. during the 1950s?
   9. Why were many Americans fearful of communism?
   10. What is the domino theory?
   11. How did the domino theory influence U.S. military policy in Vietnam?

   After students discuss their findings, have them create a timeline that depicts the significant events and people of this era.

3. In a recent interview about the film, Noyce states, "What begins as a love story turns into a broader cautionary tale on the folly of foreign intervention." Group students and have each group research one of the following 20th century conflicts in which the U.S. was involved: WWI, WWII, the Korean War, the Vietnam War, the Gulf War and the Kosovo conflict. Have each group identify the history, impact, and outcome of the conflict. What was at stake? Why did the U.S. become involved in the conflict? After each group presents its findings, ask: Did the means of the conflict justify its end? Were more lives saved by action then by inaction? Do you think the U.S. should have participated in the conflict? When, if ever, should the international community intervene in a regional conflict? Discuss.

LINKS:
http://news.excite.ca/news/ap/010502/12/wkd-vietnam-quiet-american
http://cnn.com/SPECIALS/2000/vietnam/
http://www.cnn.com/SPECIALS/2000/vietnam/story/related.sites/
http://www.teachvietnam.org/

http://www.vietquoc.com/

EDITOR'S NOTE:
dinosaur
Egypt
Paralititan
human rights
Falun Gong
labor reform camps
colonialism
Vietnam

NEWS CHRONICLE

Guide Horse

1. Who is Cuddles? How does Cuddles enhance Dan Shaw's life? What is the job of a guide horse? Why do miniature horses make good guide animals? Where can visually impaired people go to find a guide horse?

2. Divide your class into three groups. Direct one group to research the challenges of being visually impaired, and the other two groups to research the training and role of guide horses and guide dogs in helping people with visual problems. Have each group present its findings. Discuss how guide horses and guide dogs help visually impaired people gain independence. Then ask students: Are there any challenges to the visually impaired that cannot be addressed by guide horses or guide dogs? If you required a guide animal, which would you prefer, a horse or a dog? Explain.

   EXTENSION: Inform students that there are volunteer and career opportunities in the training and handling of guide horses and guide dogs. Encourage interested students to pursue information on these opportunities by contacting local organizations that aid the visually impaired.

LINKS:
http://www.guidehorse.com/
http://www.afb.org/htm_asp/default.htm
http://www.guidedogsofamerica.org/

EDITOR'S NOTE:
guide horses
visually impaired
guide dogs
miniature horses

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CNN NEWSROOM Guide

June 05, 2001

CNN NEWSROOM and the Daily Guide are here for you, all summer long! Keep your VCR set and archive programs and Guides for your use this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 06:10...07:15
Teachers, please prescreen today's Top Story segments, as some of the content may not be appropriate for all students.
-This week marks the 20th anniversary of AIDS.
-Medical advances enable those with HIV to lead longer and healthier lives.

DAILY DESK ... 00:25...07:40

Health Desk ... 03:20...11:00
Boston's Jeremiah Burke High School is an urban oasis for students.

WORLDVIEW ... 00:35...11:35

Top of the World ... 02:00...13:35
Peru elects a new president.

Inside Africa ... 05:15...18:50
Charles Mulli has dedicated his life to helping Kenya's homeless children.

Political Front ... 04:00...22:50
The Seeds of Peace Camp promotes harmony and friendship.

NEWS CHRONICLE ... 00:30...23:20

AIDS: A Day in the Life ... 03:55...27:15
Teachers, please prescreen today's Chronicle segment, as some of the content may not be appropriate for all students.
Sean Strub has lived with AIDS for 20 years.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: AIDS 20th Anniversary

1. What is AIDS? What is HIV? When was the first case of AIDS reported? How many people have died from this disease? How many Africans and Americans are currently infected with HIV or AIDS? How has the demographic profile of Americans living with HIV and AIDS changed during the last 20 years? Why? Why is the number of HIV and AIDS cases on the rise? What is the status of an AIDS cure?

2. Who is Tony Braswell? When was he diagnosed with HIV? How has living with HIV influenced his life? What was the first drug used to treat HIV? What medical advances have enabled people with HIV to lead longer and healthier lives?

3. What are the benefits and drawbacks of HIV and AIDS medications? Generate a class discussion about HIV and how it is different from a bacterial infection. Then point out that, when confronting epidemics in the past, people have been able to devise vaccines and cures for bacterial diseases. In spite of advancements in technology and medicine, the battle against AIDS appears to be extremely tough. Why is this so? Have students consult online resources and medical professionals to learn more about:
   - the drugs used to treat HIV and AIDS
   - why an increasing amount of HIV infections are becoming multi-drug resistant
   - what is being done to address the drug resistance problem.

   Instruct students to write formal reports detailing their findings and share them with the class.

4. Many public health professionals believe that education and prevention are essential for stopping the spread of HIV and AIDS. Do you agree? Discuss. Next, help students to generate a list of demographic groups that are infected with HIV and AIDS. Then, group students and have each group design a prevention program for one of the demographic groups. Instruct students to consider the cultural and educational backgrounds of group members, and how these factors might influence the design of the program. Students may want to consult the last link below to begin their research. After students compare and contrast their programs, ask: What is the most effective way to stop the spread of HIV? What components are essential to an effective AIDS prevention program?

5. For more information about AIDS and HIV and the differences between them, check out HighWired.com's classroom project "The difference in AIDS and HIV." This project examines the origin, transmission, prevention and treatment of HIV and AIDS, as well as the importance of education in stopping this worldwide epidemic.

6. Visit the following CNNfyi.com site for a lesson plan on the impact of AIDS in the U.S.: http://fyi.cnn.com/2001/fyi/lesson.plans/05/30/aids/index.html.

7. We learn in the video that the majority of people living with HIV and AIDS are in Africa. For background information and a lesson plan on the impact of AIDS in Africa, visit the following two CNNfyi.com sites:
   http://fyi.cnn.com/fyi/backgrounders/aids.africa/stories/overview/

   http://fyi.cnn.com/2001/fyi/lesson.plans/04/19/africa.aids/index.html.

LINKS:
http://www.cnn.com/SPECIALS/2001/aids/
http://www.cnn.com/SPECIALS/2001/aids/stories/diagnosis.then.now/index.html
http://jama.ama-assn.org/issues/v285n10/ffull/jmn0314-1.html
http://www.cdc.gov/hiv/dhap.htm

EDITOR'S NOTE:
AIDS

drug resistant HIV
prevention program
education
vaccine
AZT
epidemic

DAILY DESK

Health Desk: Urban School Violence

1. Where is Jeremiah Burke High School located? What type of social problems did students encounter at the high school? Who is Steve Leonard? How has the school changed since Leonard took over as headmaster six years ago?

2. Do you think urban schools are more dangerous than suburban schools? Discuss. What issues are facing students at your school? Do they differ from those facing the students at Jeremiah Burke? Why or why not? Do you feel safe at your school? Explain. How might feeling unsafe at school affect a student's education and self-esteem?

3. List the issues that your students face at school on the board. Then, group students and challenge each group to develop a solution for one of the identified problems. Have students share their ideas. If possible, invite your school's principal and counselor to participate in the discussion.

4. What is "zero tolerance"? Why did Headmaster Leonard institute a zero tolerance policy? Was this policy effective? Explain. Point out to students that zero tolerance is a controversial issue. Refer students to the last two websites below to learn about the pros and cons of zero tolerance policies. Group students. Have each group select a case in which the use of zero tolerance in a school setting has been called into question, or have the group develop its own scenario. Direct each group to consider the issues of the case, and to prepare for a mock hearing that reflects both the student's position and the school's position on the matter. Have each group present both sides to the class, who will serve as the review board. Discuss the review board's ruling.

LINKS:
http://fyi.cnn.com/2001/fyi/teachers.ednews/03/23/urban.school/
http://jeburke.boston.k12.ma.us/
http://www.ed.gov/pubs/EDInitiatives/99/99-04-07.html#3
http://helping.apa.org/warningsigns/index.html
http://www.law.harvard.edu/groups/civilrights/conferences/zero/zt_report2.html
http://cnn.com/US/9610/29/briefs/beeper/index.html

EDITOR'S NOTE:
school violence
high school
Boston
principal
zero tolerance

WORLDVIEW

Top of the World: Peru Election

1. Who is Peru's new president? Why is his win historically significant? Why was this election controversial? Why do some Peruvians question President Toledo's credibility?

2. Who is Alan Garcia? How did he respond to losing the election? Why do you think Garcia chose to back Peru's new president? Do you agree with Garcia's decision? Why or why not?

3. Challenge your students to learn more about the government and history of Peru. Have students work in groups to consult the Internet and other resources for information on Peru's culture, and the evolution of its political system during the last 20 years. After students share their findings, ask: What is "democracy"? Would you classify Peru as a democratic republic, or as another form of government? Discuss.

4. Have students assume the role of a political advisor to President Toledo. Refer students back to the video and the links below to learn more about Toledo and the challenges that he faces as Peru's new president. Have students investigate the obstacles he may encounter in terms of unifying the nation and promoting democracy. Then, instruct students to write letters to Toledo that outline the challenges he faces and how he might address these issues. What measures might Toledo take to enhance his credibility? Have students share their letters and discuss.

LINKS:
http://www.cnn.com/2001/WORLD/americas/06/04/peru.president.ap/index.html
http://www.cnn.com/2001/WORLD/americas/06/01/peru.big.picture/
http://www.odci.gov/cia/publications/factbook/geos/pe.html
http://www.peruonline.com/
http://www.gksoft.com/govt/en/pe.html
http://www.ddg.com/LIS/aurelia/peru.htm

Inside Africa: Kenya Street Kids

1. Approximately how many Kenyan children are living on the streets? Why is this such a problem? Who is Charles Mulli? What has he done to help Kenya's destitute and abandoned children? How is the Mully Children's Family (MCF) unique? Why did Mulli develop the MCF? How do the children living at Mulli's orphanage benefit from the program?

2. How do you think being homeless affects the health and education of children? What are the short-term and long-term consequences of homelessness, for both children and society? Do you think the international community should intercede on behalf of Kenya's homeless children, or is this strictly a regional issue? Discuss.

3. How much does it cost to keep a child at Mulli's orphanage? How is Mulli funding the operational costs of the orphanage? What challenges does he face in helping Kenya's street children?

4. Help students to learn more about the social and economic problems facing Kenya, and how these problems are contributing to the nation's youth homelessness problem. After students present their findings, have them identify potential funding sources for Mulli's orphanage. Then group students and challenge each group to create a print or video public service announcement dedicated to soliciting financial and volunteer support from one of the potential funding sources.

   EXTENSION: Encourage students to reflect upon their research. Then, using magazines, paints, and other art supplies, help them create collages that depict their thoughts and feelings about what it might be like to be a homeless child in Kenya. Have students share their creations and discuss.

LINKS:
http://translate.google.com/translate?hl=en&sl=de&u=http://www.bindura.de/kontaktseite.htm&prev=/se
http://www.homelesskids.org/kenya/street_kids.htm
http://pangaea.org/street_children/orgs/orgs3.htm

Political Front: Seeds of Peace

1. Where do Tamer and his friends live? How has Tamer's camp experience affected his view of the violence in Hebron? How did the Intifada make Ariel think about his experience at Seeds of Peace? Do you think Michal, Tamer and Ariel each benefited from the camp experience? Why or why not?

2. In the video, we hear that the Seeds of Peace Camp taught these young people that they have things in common, and that they can be friends. Point out to students that sometimes people resist friendships with those who may be different or have different views. Promote an atmosphere of tolerance and friendship in your classroom by asking each student to begin a class with a positive comment about another student in the classroom. On a regular basis, recognize those students who make an extra effort to include others and promote harmony in your school.

3. Inform students that Yitzhak Rabin, Israel's first native-born prime minister and one of the chief architects of the peace process, was assassinated in November, 1995. Point out that, in his last speech, Mr. Rabin said, "I have always believed that the majority of the people want peace and are ready to take risks for peace." Discuss what Mr. Rabin meant when he spoke of the "risks for peace." Then, divide your class into groups. Have each group choose a world leader who has been an architect for peace and conduct research to learn more about his/her life and contributions to peace. Direct each group to create a written profile of this peacemaker. Discuss the risks each faced in trying to make the world a safer, more tranquil place. Challenge your students to think of ways that they and other young people can follow the examples of these peacemakers in their own communities.

LINKS:
http://www.fmep.org/info.html
http://www.mepc.org/
http://www.cnn.com/WORLD/9511/rabin/funeral_transcript/
http://www.ariga.com/peacebiz/rabin/lastrabn.htm

EDITOR'S NOTE:
Peru
presidential election
Alejandro Toledo
homeless
orphanage
Intifada
Hebron Palestinian
Israeli

NEWS CHRONICLE

AIDS: A Day in the Life

1. When did Sean Strub contract HIV? How did he react to this news? What did doctors do to treat Sean? What health problems has he encountered? What emotional challenges has he endured as a result of AIDS? How has having AIDS affected his life choices? What must Sean do now to lead a healthy life? How would you describe Sean's philosophy on life?

2. Are you afraid of AIDS? Why or why not? Do you know someone who is HIV positive or who has AIDS? If so, how has this person's illness affected your relationship? What do you think it would be like to be HIV positive?

3. Inform students that, "AIDS was first conclusively identified in the U.S. in 1981, when 189 cases were reported to the Centers for Disease Control. Within a decade the disease had spread to virtually all populated areas of the world." Refer students to the websites below to learn more about the origin and history of the AIDS epidemic. Have students interview a person over the age of 35 to

learn:

1. how he/she first reacted to the news of AIDS
2. how AIDS has influenced his/her generation
3. whether or not people's attitudes about AIDS have changed during the last 20 years.

As students share their findings, make a list of the psychological and sociological effects of AIDS.

4. How do people's attitudes and beliefs about AIDS affect the spread of the disease and the lives of those who are infected? Why did Sean Strub become an AIDS activist? Refer students to the links below to investigate the extent to which AIDS activists have influenced the public's attitudes and beliefs about the disease during the last 20 years. After students share their findings, ask: What issues should AIDS activists focus on during the next three years?

LINKS:
http://aids.about.com/health/aids/cs/aidsactivism/
http://www-tech.mit.edu/V112/N49/aids.49w.html
http://www.healthcommons.org/News/1998-06/aids_activism.html
http://www.aidsquilt.org/
http://www.cnn.com/SPECIALS/2001/aids/

EDITOR'S NOTE:
AIDS
HIV
activism
lesions
Sean Strub

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CNN NEWSROOM Guide

June 06, 2001

CNN NEWSROOM and the Daily Guide are here for you, all summer long! Keep your VCR set and archive programs and Guides for your use this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:30...01:00

Top Story ... 05:00...06:00
-Democrats gain control of the Senate.
-Bush's judicial nominations may become a partisan battleground.
-Will the Senate switch affect Bush's agenda?

DAILY DESK ... 00:30...06:30

Business Desk ... 02:55...09:25
Meet a man on a crusade for compliance with the Americans with Disabilities Act.

Business Desk Extra: Napster Deal ... 02:25...11:50
Three record companies strike a deal with Napster.

WORLDVIEW ... 00:25...12:15

Culture Watch ... 04:00...16:15
The YMCA celebrates its 150th anniversary.

Artistry in Action ... 03:20...19:35
The daughter of a musical legend carries on a cultural tradition.

Taking Care of Business ... 02:40...22:15
One woman donates her time to find lost pets.

Turner Website Information ... 00:45...23:00
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...23:30

Special Series ... 04:00...27:30
CNN correspondent Kelli Arena examines the issue of cybercrime.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Senate Switch

1. What is the structure and function of the U.S. Senate? What political shift just occurred in the Senate? What event spurred this shift? Why is holding the majority in the Senate politically significant?

2. What power do committee chairmen have in the U.S. Senate? What is the function of the Senate Judiciary Committee? Who will be the new chairman of this committee? How has Sen. Leahy responded to Republican concerns that committee Democrats will try to "deep-six" President Bush's judicial nominees? Why might some committee Democrats want to slow down the judicial confirmation process?

3. On what key issues is Sen. Leahy expected to change the committee's direction? How does Sen. Orrin Hatch feel about this new direction? Group students. Have each group consult the links below and other resources to research the different positions on key issues facing the Judiciary Committee, such as the Innocence Protection Act, judicial appointments, and immigration reform. After each group presents its research, ask: What challenges lie ahead for Sen. Leahy and other members of the Judicial Committee? Do you think committee members will be able to work together, or will the power switch fuel partisan sniping?

4. What are the Democrats' legislative priorities? How do they differ from Bush's legislative agenda? How has Bush responded to the change of power in the Senate? How might the Senate shift affect Bush's ability to get his agenda through Congress?

5. Point out to students that President Bush campaigned for office on a pledge of uniting America and putting an end to partisan warfare in Washington. What strategy should Bush adopt to deal with a divided Congress? Group students. Tell members of each group to imagine that they are senior advisers to President Bush. What will they advise him to do to promote bipartisanship and demonstrate his ability as a "uniter"? Challenge each group to research some of the president's legislative priorities, such as education reform and the Energy bill. Then have each group use its information to create a persuasive essay designed to get more Democrats to support one of the Bush priorities.

6. TEACHERS: Visit the following CNNfyi.com site for a lesson plan on this topic: http://fyi.cnn.com/2001/fyi/lesson.plans/05/23/jeffords/index.html

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/06/04/senate.power.shift/index.html
http://www.cnn.com/2001/ALLPOLITICS/06/05/senate.power.shift.02/index.html
http://www.cnn.com/ALLPOLITICS/time/2001/06/11/rules.html
http://www.cnn.com/SPECIALS/2001/senate/
http://www.rnc.org/
http://www.democrats.org/index.html
http://www.senate.gov/
http://www.congress.com/

EDITOR'S NOTE:
Senate
Judiciary Committee
judicial nominees
legislative agenda
Sen. James Jeffords

bipartisanship

DAILY DESK

Business Desk: Wheelchair Warrior

1. Who is Martin Marcus? Why is he confined to a wheelchair? Decribe the nature of his "crusade." What are the objectives of the Americans with Disabilities Act? Why do you think there are no "ADA police," as Marcus puts it? How does Marcus force businesses to comply with the law?

2. Why do some business and property owners have problems complying with the ADA? How is Florida congressman Mark Foley trying to address this problem? What does Martin Marcus think of Representative Foley's amendment? Do you think business owners should have to pay to comply with the ADA? Why or why not?

3. Point out to students that the Americans with Disabilities Act provides for equal opportunity for the disabled in these general areas:
   1. employment
   2. public services
   3. public accommodations (like buildings), and
   4. telecommunications.

   (There is also a "Miscellaneous" provision in the ADA that prohibits coercion and threatening/ retaliating against anyone who seeks to pursue his/her rights under the ADA.) Divide your class into four groups. Have each group choose one of the general areas listed above, and conduct research to identify:
   - What general challenges disabled people face in this area;
   - What accommodations, prompted by the ADA, are being used to help the disabled in this area;
   - What accommodations, if any, could further improve access for the disabled in this area.

   Have each group share its findings. Discuss reasons why the ADA is not being fully complied with in many cases. Identify the benefits and downsides for both individuals and businesses when accessibility is mandated by federal law.

LINKS:
http://backandneck.about.com/health/backandneck/library/bladamain.htm
http://www.usdoj.gov/crt/ada/adahom1.htm
http://www.aapd-dc.org/
http://janweb.icdi.wvu.edu/links/adasummary.htm

Business Desk Extra: Napster Deal

1. What type of deal was struck between Napster, Warner Music, Bertelsmann's BMG Entertainment, and the EMI Group? How do these record companies and Napster stand to benefit from the deal?

2. What is Napster? What are MusicNet and Duet? Refer students to the links below to learn more about MusicNet and Duet and how the services provided by these joint online music ventures will compare to Napster (before it entered litigation). What are the benefits and limitations of these three types of online music services for: artists, consumers, and record companies?

3. Have students review the nature and status of the Recording Industry Association of America's (RIAA) lawsuit against Napster. Then ask: How might the outcome of the RIAA-Napster lawsuit affect the success of MusicNet? Would you invest capital in this online music venture? Why or why not? Do you think this deal will enable Napster to survive? Discuss.

4. Teachers: For an in-depth activity on the Napster controversy, check out the following HighWired.com classroom project at: http://www.highwired.com/Classroom/Project/0,2069,23713-68177,00.html.

Also, to have your students learn more about the music industry's position concerning digital downloads, use the following HighWired.com classroom project: http://www.highwired.com/Classroom/Project/0,2069,23713-68146,00.html.

LINKS:
http://cnnfn.cnn.com/2001/06/05/technology/napster/
http://www.napster.com/
http://europe.cnn.com/2001/BUSINESS/05/21/mp3/index.html
http://seattle.bcentral.com/seattle/stories/2001/04/02/daily4.html

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EDITOR'S NOTE:
Americans with Disabilities Act
amendment
code
Napster
online music service
MusicNet
Duet

WORLDVIEW

Culture Watch: YMCA Anniversary

1. What is the YMCA? When was it founded? What types of programs are offered at the YMCA? Which sports were invented by YMCA instructors? How has this organization changed over the years? How has it enhanced the global community?

2. Do you belong to the YMCA? If so, in which of the YMCA's programs do you participate? How have you, your family, and your friends benefited from the YMCA?

3. Direct students to the first link below to learn more about the history of the YMCA and how the organization has met and influenced societal changes during the last 150 years. Have students create a timeline of their findings. After students discuss their findings, challenge small groups of students to develop exhibits that commemorate different aspects of the YMCA's history. If possible, arrange to display their exhibits at a local YMCA.

4. If there is a YMCA in your community, challenge groups of students to design a YMCA program that would meet the needs of local children, adults or families. After each group presents its idea, as a class, have students identify potential obstacles that might prevent the program from being implemented, and how these obstacles could be addressed. Have students compile their ideas and submit them to the local YMCA.

LINKS:
http://www.ymca.net/
http://www.ymca.int/

Artistry in Action: Ravi and Anoushka Shankar

1. Who is Anoushka Shankar? How old is she? Who is her famous father? What musical instrument do they play? How would you describe their musical collaboration? How has Anoushka distinguished herself from her father?

2. Ravi Shankar has said in a recent interview, "I am waiting for the time when I will be called 'Anoushka's father.'" Read this quote to students and ask them what Ravi Shankar means. Then group students and challenge each group to consider the music created by other father/child performers, such as Bob and Jakob Dylan, John and Julian Lennon, and Hank Williams, Sr. and

Hank Williams, Jr. Have each group select any father/child musical talent and learn more about the music each person performs, the challenges each performer faces, and how the younger performer perpetuates the music and its culture. Have groups present their findings, along with samples of each performer's music, if possible. Discuss the similarities and differences in styles between father and child. In each case, do students think the father or child will be more remembered for his/her impact on music? Why?

LINKS:
http://www.anoushkashankar.com/
http://www.ravishankar.org/
http://www.rediff.com/news/1999/dec/24us1.htm
http://whyy.org/cgi-bin/FAshowretrieve.cgi?2944

Taking Care of Business: Pet Detective

1. Why did Melanie decide to become a pet detective? How many missing pets has she located? What is Melanie's "secret" for finding lost pets?

2. Why do people have pets? Do you own a pet? If so, what kind of pet do you own? How are pets a source of unconditional love for their owners?

3. Have you ever lost a pet? If so, describe the circumstances. How did the experience make you feel? Point out to students that, according to Reno Animal Services, "More than 60,000 pets are lost or stolen in the U.S. every year." Refer students to the links below to learn more about ways that people can locate their missing pets. Which pet location services are availiable in your community? Have students draw upon their research to create posters and a brochure to teach their peers about how to prevent their pets from becoming lost or stolen, and what to do if their pets are missing.

LINKS:
http://www.aspca.org/body_index.asp
http://www.awolpet.com/
http://www.thepetchannel.com/

EDITOR'S NOTE:
YMCA anniversary
sports
leadership
sitar
music
pets

NEWS CHRONICLE

Special Series: Cybercrime Part I

1. What is "cybercrime"? How does it differ from other types of criminal activity? What examples of cybercrime are mentioned in the video?

2. Are you concerned about cybercrime? Why or why not? If you have a personal computer, do you protect your computer files? Explain. Are there policies in place to protect your school's computers? If so, what are they?

3. What are some of the different reasons that people engage in cybercrime? Have students define the term "extortion." What are some of the cybercrimes being committed by organized crime groups? How are law enforcement agencies addressing these problems? Why might it become more difficult to prevent cybercrimes in the future? Do you think it is possible for the Web to be completely

secure? Discuss.

4. Refer students to multimedia resources, including the websites below, to learn more about cybercrime. Divide your class into small groups. Challenge each group to identify instances of cybercrimes that have occurred during the last two years. Have each group determine the actual and potential impact of the incident and how authorities addressed the problem. Following the presentations, ask students: What should be the legal consequences for cybercrimes? In some instances, cybercrimes have been carried out by teenagers. Do you think minors should be subject to the same legal consequences as adult cybercriminals? Explain.

LINKS:
http://cnn.com/2001/LAW/04/16/cybercrime.overview/index.html
http://www.cnn.com/interactive/law/0301/crime.organized/frameset.exclude.html
http://www.cnn.com/2001/TECH/internet/04/03/privacy.survey.idg/index.html
http://www.nipc.gov/
http://www.usdoj.gov/criminal/cybercrime/reporting.htm
http://www.cybercrimes.net/

EDITOR'S NOTE:
cybercrime
extortion
FBI
organized crime groups
cyberterrorism

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CNN NEWSROOM Guide

June 07, 2001

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail from the account that receives the e-mail Guide to: cnrguide-nomail@lists.turner.com You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 13th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:35...01:05

Top Story ... 05:45...06:50
-Britain holds its general election.
-It is uncertain how many voters will turn up at the polls.

Democracy in America ... 02:40...09:30
Democrats settle into power in the Senate.

Top Story ... 01:35...11:05
How can Sen. James Jeffords of Vermont legally switch political parties?

DAILY DESK ... 00:25...11:30

Science Desk ... 02:25...13:55
Computer chips are being used in more non-computer products.

WORLDVIEW ... 00:30...14:25

Our Planet: Japan Whaling ... 04:10...18:35
Japanese whalers insist on their right to hunt whales.

Taking Care of Business ... 02:15...20:50
The Danube Commission awards 23 million dollars to clean up the lower-Danube river.

Culture Watch ... 01:55...22:45
A German swing band gives an underwater concert.

NEWS CHRONICLE ... 00:30...23:15

Special Series ... 04:05...27:20
Cyberterrorism is a growing global concern.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: British Elections

1. What is Britain's form of government? What elections are taking place in Britain today? What is at stake in the general election? How is Britain's prime minister chosen? Who is Britain's current prime minister? With which political parties are Tony Blair, William Hague, and Charles Kennedy affiliated? Who is favored to win the general election?

2. How long has Tony Blair served as Britain's prime minister? What significant struggles and accomplishments did he experience while in office? In your opinion, how might these experiences influence his ability to get reelected?

3. What issues have dominated Britain's 2001 general election campaign? Why is Britain's relationship with the European Union a divisive issue? Refer groups of students to the links below to learn more about Blair, Hague, and Kennedy, and their positions on key issues, such as taxes, the economy, social services, asylum and immigration, and the European common currency. After students present their findings, conduct a mock general election to find out which candidate they would vote for and why.

4. Refer students to the websites below to learn more about the government of Britain and the political parties that comprise Britain's Parliament. Have groups search for answers to these questions: What are the House of Commons and the House of Lords? What is the role of Britain's prime minister? How do Britain's political parties differ? What branches of government exist in Britain? Does Britain have a constitution? Share group findings and, in class discussion, compare Britain's political system to that of the U.S.

5. It has been said that American voters vote for personalities, while their British counterparts vote for political parties. Working in groups, have students research to find evidence supporting or refuting this statement. Share findings. Discuss the factors that make the British political system more party-oriented than that of the U.S. Ask students to recall recent campaign ads from the U.S. presidential election of 2000. What did each candidate emphasize more, party or personality? Discuss.

6. According to the video, what percentage of Britain's voters have voted in the general election during the last 50 years? What percentage of voters are expected to show up at the polls today? Why is voter turnout expected to be lower this year?

   Ask students to consider the consequences of a non-participatory electorate in a democratic system. Have each student write an essay on the dangers of apathy in a democratic society. Who makes the rules and determines leadership when most voters do not care? How might this alter a nation's political, economic and social climate?

LINKS:
http://www.cnn.com/SPECIALS/2001/ukvote/
http://cnn.com/2001/WORLD/europe/06/06/uk.libdems/index.html
http://www.bbc.co.uk/vote2001/
http://news.bbc.co.uk/vote2001/hi/english/main_issues/default.stm

Democracy in America: Senate Switch

1. What is the structure and function of the U.S. Senate? What political shift just occurred in the

Senate? What event spurred this shift? How would you describe the mood of the Senate at this point in time?

2. Why is holding the majority in the Senate politically significant? Refer students to the links below to learn about the leadership positions in the Senate. Pair students. Have each pair prepare an oral report about a Senate leadership position, such as the Senate majority leader, Senate minority leader, and the president pro tempore. Instruct students to identify the responsibilities of these positions, and how the focus of these positions will change as a result of the power shift in the Senate. After students give their reports, ask: What is the political significance of these leadership roles? Who is most affected by these positions? How do these positions impact citizens?

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/06/06/senate.power.switch.02/index.html
http://www.cnn.com/ALLPOLITICS/time/2001/06/11/rules.html
http://www.cnn.com/SPECIALS/2001/senate/
http://www.senate.gov/
http://www.senate.gov/learning/learn_leaders.html

EDITOR'S NOTE:
British general election
Tony Blair
Labour Party
prime minister
constituency
voter apathy
Senate
Democratic Party

DAILY DESK

Science Desk: Embedded Systems

1. What is an embedded system? What is a processor? How can an espresso machine with an embedded system perform better? What can a SONY Airboard do that is different from traditional televisions? How can an embedded system help with the analysis of blood?

2. How can a product contain a computer that an observer cannot detect? How does a decrease in size make a microchip better? How can the SONY Airboard receive movies without being connected to wires? Why is it valuable for a blood sample to be analyzed at a patient's bedside? How do the results of the blood analysis get to the doctor's office?

3. Ask your students to write examples of ways that products are enhansed through the use of embedded systems. They should consider the medical fields, the military, transportation, energy systems, materials processing, computing and entertainment. Share student examples. Then, challenge each student to develop an idea to improve an existing product through the use of an embedded system that allows it to send and receive information.

4. Have your students conduct a "magazine safari" or a Web search looking for advertisements that show products that contain embedded systems. They should compile a list of the products they find and the specific feature that caused them to believe that the product contained an embedded system. Clues might be that the product is described as a "smart" system, handheld, wireless, portable, GPS-enabled, or is advertised as able to communicate with other machines or computers.

5. Have students research the history of changes in size, speed, power requirements, and use of computers over the past 50 years. Allow them to make predictions about how they think computers will change in the next five years, 10 years and 20 years. Have the class develop a wall chart to

demonstrate the rate of progress of their predicted changes.

LINKS:
http://www.edtn.com/encyclopedia/
http://www.motorola.com/home/
http://www.byte.com/art/9706/sec6/art2.htm
http://www.cnn.com/2001/TECH/ptech/04/16/java.ac.idg/index.html
http://www.cnn.com/2001/TECH/ptech/04/10/motorola.bluetooth.idg/index.html
http://humlink.humanities.mcmaster.ca/~dalberto/comweb.htm

EDITOR'S NOTE:
embedded system
processor
computer

WORLDVIEW

Our Planet: Japan Whaling

1. What is whaling? What rationale does the Japanese government offer in defense of its country's whalers? When did the International Whaling Commission impose a moratorium on whaling? Why?

2. What kinds of whales are the target of the Japanese hunters? Why are Japan's whaling ships allowed to continue their activities in spite of the moratorium? Why do critics charge that these ships are actually in violation of the moratorium? Why do the Japanese whalers say they have to sell whale meat? Who do the Japanese whalers blame for the continued moratorium against whaling?

3. Which whale species do the Japanese argue would not be impacted by whaling? Why do the Japanese whalers disagree with the mission of the International Whaling Commission? Do you think the IWC should be representing the interests of the whaling industry or of the whales? State your rationale.

4. With whom do students agree in this story, the whalers or the preservationists? Group students with like opinions. Have each group conduct research to learn more about Japan's whaling industry, the endangerment of whale populations, and the whaling moratorium. Then have each group use its information to produce and present a 1-2 minute television public service announcement presenting either the whalers' or the preservationists' point of view. After the presentations, poll students to see if any have changed their opinions on whaling.

LINKS:
http://www.jp-whaling-assn.com/index_eng.htm
http://www.cnn.com/2000/NATURE/09/14/whales.japan.reut/
http://environment.about.com/newsissues/environment/cs/whalingpolitics/index.htm?iam=dpile&terms=%

Taking Care of Business: Danube Reopening

1. On what continent is the Danube River? How did the conflict in Yugoslavia impact the Danube? What effect has the debris had on shipping? What action by the Danube Commission could reverse that effect? Who is funding the effort to clean up the Danube? Who is Slobodan Milosevic? How has his downfall made the clean-up effort possible?

2. How large is the blockage that currently clogs the Danube River? What are the estimated economic consequences of this blockage? How are businesses shipping their goods instead? How will re-opening the Danube benefit the environment as well as business? When is the river expected to reopen?

3. Ask your students if they know which of the world's rivers touches more countries than any other. The answer is the Danube. Have your students consult their texts or other resources for a map of Europe, and observe all the countries that come in contact with the Danube. List the countries on the board: Germany, Austria, Slovakia, Hungary, Croatia, Yugoslavia (Serbia and Montenegro), Romania, Bulgaria, Moldova, and Ukraine. Next, divide your class into small groups. Have each group choose one country from the list. Direct each group to research that country's perspective on the Danube: How is the river significant to the country's economy and geography? Have groups present their findings.

LINKS:
http://encarta.msn.com/find/Concise.asp?ti=0090F000
http://www.danube-research.com/Danube.html
http://www.port-bgd.co.yu/engleski.htm

Culture Watch: Underwater Jazz

1. In what unusual location did the Alfred Lauer Big Band recently perform? Where was the underwater concert held? Where was the audience? How long was the performance? Why did the band decide to perform underwater? Why did the band have reason to celebrate after the performance?

2. What is the "Guinness Book of World Records"? Ask students to examine a copy of this publication or the last website below to learn more about the "Guinness Book of World Records" and how one can earn a place in it. Why do students think people strive for a place in this book, even if their achievements might seem silly or even grotesque?

LINKS:
http://www.kitedive.de/
http://www.ajl.de/starteng.html
http://www.guinnessworldrecords.com/home.asp

EDITOR'S NOTE:
whaling
International Whaling Commission
Japan
Danube River
pollution
swing band
"Guinness Book of World Records"

NEWS CHRONICLE

Special Series: Cybercrime Part II

1. What is "cyberterrorism"? How does it differ from other forms of terrorism and "cybercrime"? Give examples. How are cybercrimes impacting the Palestinian-Israeli conflict? What aspects of a nation's infrastructure are potentially vulnerable to "cyberattacks"? Why?

2. Challenge students to identify examples of cybercrimes that have been perpetrated against the U.S. Why do you think the U.S. is a target for terrorists? What is the U.S. doing to address the threat of cyberterrorism? Why is it difficult for law enforcement agencies to prevent cybercrimes?

3. Why is law enforcement "at the mercy of private corporations"? In the video, Mike Vatis maintains that, "Security is not going to improve until the market place demands it." What does Vatis mean? What events do you think will need to take place before people will commit to improving cyber security? Do you think it's possible for the Web to be completely secure? Why or why not?

4. Help students brainstorm a list of organizations that are essential to the infrastructure of their community. These organizations may be related to telecommunication, energy, banking, water and emergency systems. Then, group students and assign each group an organization from the list. Have groups conduct online research and personal interviews to learn more about their organizations, and the extent to which these organizations are dependent upon computers. Challenge students to find out what security measures are in place to protect the organizations' computers against infiltration from intruders, and if these measures are effective. After students present their findings, have each student write an essay describing what might happen if one of the organizations were the target of a cyberterrorist attack. How would such an attack impact the infrastructure of the community and individual citizens? Have students share their essays and discuss.

LINKS:
http://www.cnn.com/2001/TECH/internet/05/22/cyber.crime.02/index.html
http://www.nipc.gov/
http://www.cnn.com/interactive/law/0301/crime.organized/frameset.exclude.html
http://www.cnn.com/2001/TECH/internet/04/03/privacy.survey.idg/index.html
http://www.usdoj.gov/criminal/cybercrime/reporting.htm
http://www.cybercrimes.net/
http://cybercrimes.net/Terrorism/overview/page1.html

EDITOR'S NOTE:
cyberterrorism
cybercrime
security
law enforcement
infrastructure
FBI

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CNN NEWSROOM Guide

June 08, 2001

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail from the account that receives the e-mail Guide to: cnrguide-nomail@lists.turner.com You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 13th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 04:35...05:40
-A new study may pressure President Bush to amend his stance on climate change.
-Global warming is an issue of great concern.

DAILY DESK ... 00:25...06:05

Editor's Desk ... 03:30...09:35
The last typewriter repair shop in Manhattan is closing its doors.

Editor's Desk Extra: Teen Filmmakers ... 02:20...11:55
Teen filmmakers are gaining notoriety.

Ask CNN: ... 01:25...13:20
How can news networks make the news more interesting for young viewers?

WORLDVIEW ... 00:30...13:50

Culture Watch ... 03:30...17:20
South Africa hosts this year's Face of Africa modeling contest.

Taking Care of Business ... 03:10...20:30
Globalization is a controversial issue.

Communication Tranformation ... 03:45...24:15
Internet radio stations pull off the Web because of a rights dispute.

Turner Website Information ... 00:45...25:00
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:25...25:25

Student Bureau ... 02:10...27:35
Taiko drumming is becoming popular throughout the world.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Global Warming

1. Why did President Bush commission the National Academy of Sciences to conduct a study on global warming? Do you think this study was necessary? Why or why not? Why is the report scientifically and politically significant? According to the study, what is the status of greenhouse gasses? What is the correlation between greenhouse gasses and global warming? To what extent are humans to blame for global warming?

2. Why is global warming both a political and an economic issue? Why are many environmentalists and European allies angry with Mr. Bush? What is the Kyoto Protocol? Why did Bush refuse to support the Kyoto Protocol? Do you think the new study will impact Bush's stance on global warming? Discuss.

3. Why are world leaders and environmentalists concerned about global warming? Refer students to the links below to learn more about the Kyoto Protocol and why Bush decided not to ratify the treaty. Students will want to consider the following issues during their research:
   1. Different countries' positions on global warming;
   2. Why global warming is occurring;
   3. How humans are causing the climate to change;
   4. How global warming is harmful;
   5. The policies proposed by governments to reduce greenhouse gas emissions;
   6. The potential economic impact of these policies;
   7. Whether these policies will stop global warming.

   After students present their research, ask: Do you agree with Bush's decision not to ratify the Kyoto Protocol? In your opinion, what should be the key elements of Bush's alternative global warming agreement?

4. TEACHERS: For more information and activities related to global warming, visit the following Riverdeep.net and CNNfyi.com sites:

   http://www.riverdeep.net/earthpulse/data/globalwarming/globalwarming_lab.html

   http://fyi.cnn.com/2001/fyi/news/02/19/global.warming/index.html

   http://fyi.cnn.com/2000/fyi/news/04/27/lakes/index.html

   http://fyi.cnn.com/2000/fyi/news/12/19/ozone/.

LINKS:
http://cnn.com/2001/TECH/science/06/07/global.warming.ap/index.html
http://cnn.com/2001/ALLPOLITICS/06/07/global.warming.ap/index.html
http://www.cnn.com/SPECIALS/2001/globalwarming/

EDITOR'S NOTE:
global warming
National Academy of Sciences
Kyoto Protocol

greenhouse gas emissions
President Bush
environmentalists
European allies

DAILY DESK

Editor's Desk: The Last Typewriter

1. What is about to disappear off Fulton Street, and why? When was the first commercially successful typewriter produced? Why was it called a "blind writer"? How did typewriters improve as they were modified? In what kinds of competitions did people engage on typewriters? Are there similar competitions now with computer keyboards?

2. According to the video, what social advances did the typewriter bring about? How do you think that enabling more women to enter the business world affected women's social positions? Would you think of connecting the invention of typewriters to the women's movement? Discuss. Try to name other seemingly unrelated events that, in fact, do have a causal relationship.

3. Have you ever typed on a typewriter? If so, was it electric or mechanical? How did it compare to typing on a computer keyboard? Discuss the closing quote of the video: "The electrons, the digits, have won out over steel, just as steel won out over the quill."

4. Challenge students to think of other machines or inventions with which they may have little experience due to the rapid advances in technology. These may include the phonograph, rotary telephones, black and white televisions, TVs without remotes, etc. You may also want them to brainstorm with their parents to discover more experiences that they are unlikely to have because the technology has been replaced. Ask them to imagine a day living without inventions that have become commonplace in their lives over the past decade, and to write a journal entry about how they would be spending their time.

5. It is not unlikely that, when the typewriter became a household item, critics lamented the impersonal, fast-paced workplace and society that it was creating. Ironically, the news video takes a nostalgic look at the typewriter as a representation of a simpler, slower life. Ask students to imagine what kind of environment and technology may exist when they have teenagers. What do they believe will become obsolete? What will replace these items? How will the changes affect their quality and pace of life?

LINKS:
http://xavier.xu.edu/~polt/typewriters.html
http://drudgemm.com/typewriters/

Editor's Desk Extra: Teen Filmmakers

1. What topics are being addressed by the teenage filmmakers who are presenting at the Atlanta Film and Video Festival? Why are films made by teenagers important and unique? Why are teen filmmakers gaining notoriety?

2. Teenage filmmakers claim that moviemaking is a great way to express their thoughts and exercise their freedom. If your school has access to video cameras, invite groups of students to create short videos that express their thoughts and feelings on socially relevant issues. After students have completed their video projects, have them sponsor a "Film Festival" for their school community.

LINKS:
http://www.filmmaking.net/
http://www.cyberfilmschool.com/

EDITOR'S NOTE:
carriage
nostalgic
mystique
electrons
typewriter
teenage filmmakers
Atlanta Film and Video Festival

WORLDVIEW

Culture Watch: Face of Africa

1. Who is Jan Malan? What event did Malan produce? What is the goal of the Face of Africa contest? Where was the contest held?

2. What criteria is used to select the contest winner? Do you think this criteria is fair? Is it necessary? What did Malan mean when she said, "In the end, modeling is more about the business, than beauty"? Discuss.

3. Inform students that, "The M-Net Face of Africa was conceived as a platform for African models to showcase their talent to the international fashion world, as well as to present a positive image of contemporary Africa." Have students share their impressions about contemporary Africa and write their responses on the board. Then pair students and have each pair prepare a multimedia report about the history, culture, and social issues facing an African nation. Challenge students to identify the positive aspects and contributions of these nations. After students present their findings, have them determine whether or not their initial impressions about contemporary Africa were accurate.

LINKS:
http://www.faceofafrica.co.za/
http://www.africanet.com/
http://www.africaonline.com/

Taking Care of Business: Global Word

1. What is globalization? How are the world's economies interconnected? Give an example. Why are some people protesting globalization? Why are the number of manufacturing jobs decreasing in the U.S.? How is this situation impacting the U.S. and its ability to compete in the global market?

2. Refer students to the links below to learn how the following economic factors are affected by globalization: Tariffs, international investments, manufacturing locales and the price of consumer goods. How does globalization affect non-economic factors, including the environment and human rights? Have students share their findings and discuss.

3. Divide your class into three groups to prepare presentations about the benefits and liabilities of globalization as it relates to one of the following: Consumers and employees, multinational and small Western businesses, or workers in a Third World nation. Following the presentations, have students discuss the following questions: What types of demands does globalization place on developed and emerging nations? Are you in favor of economic globalization? Discuss.

   EXTENSION: In the video, we learn that, to compete in the global economy, developed nations "must turn out men and women who can play high tech trades." As a class, discuss the meaning and significance of this statement. Then, challenge your students to examine the role of technology in today's job market. Have them consult career counselors, human resources professionals, business managers, or other resources to learn what technical skills are needed for high tech jobs. Have each student report his/her findings. Discuss ways that students could gain technological experience that

might help them in some of these career fields.

LINKS:
http://www.cnn.com/2001/WORLD/americas/04/22/summit.americas.02/index.html
http://www.ifg.org/
http://www.corpwatch.org/globalization/
http://www.cgtd.com/global/intro.html

Communication Tranformation: Internet Radio Dispute

1. How do consumers and radio stations benefit from radio broadcasts on the Internet? Why are Australian (and other) radio stations pulling off the Web? What piece of legislation mandates that companies must charge for Webcasts? How would the recording industry's proposed pricing plan impact radio stations?

2. Have students consult the last three links below and other resources to learn about copyrights and their role in protecting music and other artistic creations. Share student findings. What is "intellectual property"? How is it different from one's personal property? Do students consider playing songs during an online radio broadcast without paying for them "stealing"? What are the similarities between this case and the Napster case? Discuss.

LINKS:
http://www.spiderweb.com.au/~goan/radioau.html
http://www.waia.asn.au/
http://www.nla.gov.au/oz/law.html
http://www.aftra.org/
http://www.educause.edu/issues/dmca.html
http://lcweb.loc.gov/copyright/legislation/dmca.pdf

EDITOR'S NOTE:
beauty
modeling
Face of Africa
globalization
automation
manufacturing
radio Webcast
legislation

NEWS CHRONICLE

Student Bureau: Taiko

1. What is taiko? What is the origin of this art form? What is the mission of the Hikari Taiko group? Why do you think taiko is becoming increasingly popular throughout the world?

2. Have groups of students prepare presentations about the traditional use of drums in different cultures. After the presentations, have students discuss the following questions: What common themes exist among the various cultures? What are the most common uses for drums in traditional cultures? Why have drums been consistently popular in a variety of cultures? How have the traditions concerning drums changed in cultures that have been modernized?

   EXTENSION: Identify cultures within your own community which use drums in the celebration of their traditions. Invite practitioners to speak to the class about drumming as it relates to their culture.

LINKS:
http://www.taiko.com/rollingthunder.html
http://www.cnmat.berkeley.edu/~ladzekpo/Foundation.html
http://found.cs.nyu.edu/andruid/chainsWeb/vuGbe.html

EDITOR'S NOTE:
Taiko
drumming
Japan

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CNN NEWSROOM Guide

June 11, 2001

Teachers: CNN NEWSROOM is here for you, all summer! Archive programs and guides for your use in the fall!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 01:10...01:45

Top Story ... 01:05...02:50
Remnants of Tropical Storm Allison devastate parts of Texas and Louisiana.

In the Headlines ... 02:45...05:35
A nationwide survey shows gas prices are down.

In the Headlines ... 02:40...08:15
Hybrid technology is producing more fuel-efficient cars.

DAILY DESK ... 00:20...08:35

Environment Desk ... 02:30...11:05
New technologies may make renewable energy more affordable.

Website Information ... 00:45...11:50
You can find the CNN Newsroom guide on the Web at CNNfyi.com.

WORLDVIEW ... 00:25...12:15

Culture Watch ... 05:00...17:15
Coastal development threatens the Gullah-Geechee culture.

Wild Kingdom ... 03:00...20:15
Cool off with a ride on a dogsled.

Artistry in Action ... 01:20...21:35
Thailand's traditional puppet theater is struggling to survive.

NEWS CHRONICLE ... 00:25...22:00

Border Education ... 03:05...25:05
International commuters cross the Mexican border for an education in the U.S.

Democracy in America ... 02:20...27:25
CNN's Bruce Morton explores the possibility of another McCain run for the presidency.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Gulf Coast Floods

1. What two U.S. states have experienced flooding resulting from the remnants of Tropical Storm Allison? How many people have been killed by this storm? How many inches of rain have fallen in the region this weekend? According to Houston's mayor, what are damage estimates for his city?

2. In the video, we hear that several counties and parishes throughout Texas and Louisiana have been declared "disaster areas" by the state and federal governments. What does this mean? What federal agencies and branches of the military have been helping the victims of this natural disaster?

3. June 1st marked the beginning of this year's Hurricane Season in the U.S., and Allison is its first storm. Your students can learn more about hurricanes by visiting Riverdeep.net's Hurricane Lab. Point your browser to http://www.riverdeep.net/earthpulse/data/earthpulse/cnnfyi_jump.html.

LINKS:
http://www.cnn.com/2001/WEATHER/06/10/texas.floods.03/index.html
http://www.noaanews.noaa.gov/stories/s661.htm
http://www.nhc.noaa.gov/
http://www.hpc.ncep.noaa.gov/

In the Headlines: U.S. Gas Prices

1. What is the current average price per gallon for gasoline in the U.S.? Which U.S. city currently enjoys the cheapest gas? Which pays the most for gasoline?

2. According to the video, how do Americans react to increases in the price of gas? Why do consumers like Jeff and Amy Sachs continue to drive, even when the price of gas goes up? According to travel experts, is the price of gas expected to keep Americans from driving this summer? What are some adjustments some travelers are making to deal with rising gas prices?

3. What long-term strategies for dealing with rising gas prices are cited in the video? Why do you think "a coherent energy policy that lasts more than one White House administration" is important? How would you describe the energy policies of the current and past administrations?

4. What factors affect gas prices? Divide the class into small groups. Challenge each to conduct research to determine the factors that influence the price of gas. Have each group share its findings. Discuss to what extent the United States government, OPEC, the oil companies, and the forces of supply and demand impact each of those factors.

LINKS:
http://www.oilprices.com/
http://consumerinfo.about.com/money/consumerinfo/library/blgas.htm?iam=dpile&terms=%2Bgas+%2B
http://www.eia.doe.gov/oil%5Fgas/petroleum/special/gasoline%5Fupdate/market%5Fsummary.html

In the Headlines: Hybrid Vehicle

1. Why did gas-guzzling cars make a return after the gas crises of the 1970s? Why are manufacturers able to change the cars they offer consumers today? What are some of the hybrid vehicles seen in

the video? Which two smaller vehicles are already on the market? How have their sales been?

2. Which company manufactures the ESX-3? What kind of mileage does it get? What is the manufacturer's goal for its mileage? Besides hybrid technology, what other technologies could improve automotive gas mileage in the near future? How would this affect demand for gasoline?

3. Remind students that most of today's cars are powered by a front-mounted internal combustion engine. How does the internal combustion engine work? Have students work in groups to research the answer, or invite a local auto mechanic to explain this to your class. Then, direct each group to investigate some of the other automotive technologies mentioned in the video, such as hybrid, electric and hydrogen power. Have groups present their findings. Which technologies do students think offer the most fuel efficiency? Which do they think are most practical? Which do they think would be most readily accepted by consumers? Discuss.

LINKS:
http://environment.about.com/newsissues/environment/library/weekly/aa042300.htm?iam=dpile&terms=
http://pages.prodigy.net/imagiweb/reports/file00/00-002.htm
http://www.ecoworld.com/Articles/Hybrid_Cars_EW.htm
http://www.howstuffworks.com/hybrid-car.htm
http://www.oneworld.net/penguin/pollution/pollution_home.html

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EDITOR'S NOTE:
Tropical Storm Allison
disaster assistance
refineries
gas prices
conservation
energy policy
hybrid technology
gas mileage

DAILY DESK

Environment Desk: Renewable Energy Reality

1. What is "renewable energy"? What is the difference between renewable and nonrenewable energy resources? What percentage of America's electricity comes from wind and solar power? What is America's most successful renewable energy source?

2. Do you think the U.S. needs a more balanced mix of energy sources? Discuss. Why isn't the U.S. using more renewable energies? What new technologies are making renewable energies more affordable?

3. Group students, and have each group create a chart that depicts the advantages and disadvantages of one of the following renewable energy sources: solar power, wind power, hydropower, geothermal energy, and biomass energy. Instruct students to consider the environmental impact and health risks of these energies. After students present their findings, ask: Which of these energies do you think is the best? Why?

4. Inform students that investing in renewable energy is a controversial issue. Direct groups of students to the links below, and other resources, to learn about this controversy. Students will want to consider the scientific debate regarding the environmental impact of fossil fuels (including acid rain and global warming), and the economic ramifications of abandoning inexpensive fossil fuels for more expensive renewable energies. After groups present their information, have each student write an editorial about whether or not the U.S. government and American industries should support the development of renewable energies.

EXTENSION: Refer students to multimedia resources, including the last two links below, to research President Bush's proposed energy plan, and the extent to which it promotes the development of renewable energies. After students present their findings, have them discuss whether or not they support the plan.

LINKS:
http://www.serve.com/commonpurpose
http://www.eren.doe.gov/
http://www.repp.org/
http://www.repp.org/greene/greeneduhome.html
http://www.eia.doe.gov/oiaf/aeo/index.html
http://www.newenergy.org/links.html
http://www.whitehouse.gov/news/usbudget/blueprint/budtoc.html
http://cnn.com/2001/ALLPOLITICS/05/25/cheney.energy/index.html

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EDITOR'S NOTE:
renewable energy
hydropower
solar power
wind power

WORLDVIEW

Culture Watch: Gullah-Geechee Culture

1. Where did the Gullah and Geechee culture originate? Where can this culture be found today? About how many Gullah-Geechee people are still living? What are some of the elements of this African culture?

2. What is the U.S. Park Service doing to help preserve the culture of the Gullah-Geechee? What organization is assisting this effort? What is threatening the culture of the Gullah-Geechee? How? How has "plantation life" survived in this atmosphere? Is the Penn Center adverse to tourism? Explain. What is the center doing to educate tourists on the Gullah-Geechee culture?

3. Is it possible to preserve the culture of the Gullah-Geechee and allow individual property owners their right to develop Lowcountry property? Direct students, working in small groups, to research both sides of this issue and share their findings. Ask: What are the benefits and downsides of economic development? Have students write essays in response to the question: If you were a local activist, which would you be more likely to promote, economic development or the preservation of the Gullah-Geechee culture?

LINKS:
http://members.aol.com/queenmut/GullGeeCo.html
http://www.savannahnow.com/stories/091997/DIVsapelo.html
http://www.savannahmorningnews.com/smn/stories/060300/LOCgullah.shtml
http://www.hiltonheadisland.org/
http://www.lowcountryguide.com/

Wild Kingdom: Dogsled Ride

1. What is "mushing"? Who is Michael Dowda? Where does he take visitors on his dogsled? How many dogs pull the sled? How would you describe the dogsled experience? What skills do you

think are required to drive the sled and command the dogs?

2. Inform students that mushing has a language all its own. The term "basket," for example, refers to the main body of the sled, where passengers or gear are carried. Students can recall some of the dog commands from the video for some examples of mushing jargon. Direct students to the websites below to learn more about the sport of dogsledding and its language (last website). Ask students for examples of terms and phrases used in other sports. What can one learn about a sport by examining its jargon?

LINKS:
http://www.sleddogcentral.com/
http://www.iditarod.com/index.shtml
http://www.beargrease.com/
http://arcticculture.about.com/culture/arcticculture/library/weekly/aa011901b.htm?iam=dpile&terms=%2

EDITOR'S NOTE:
Gullah-Geechee
West Africa
plantation life
dogsled
Continental Divide Trail
mushing
Thailand
puppetry

NEWS CHRONICLE

Border Education

1. Who is Consuelo Monarrez? In what way is her educational experience similar to yours? How is it different? Of what country is Consuelo a citizen? Why does she live in Mexico? Why do Consuelo and others who are not U.S. citizens pursue their high school education in the U.S.? How do school officials react to these students?

2. Why are some El Paso taxpayers upset that the Mexican students are receiving an education in the U.S.? How does the Immigration and Naturalization Service respond to their concerns?

3. In what two communities does Consuelo feel "equally at home"? How does she feel about her "two lives"? Where in her class did Consuelo graduate? What are her plans for the future?

4. What do your students think about the border crossing students? Should they be allowed to pursue an education in the U.S.? Why or why not? How is Consuelo's situation (citizenship) different from that of her boyfriend? Should this entitle her to a U.S. education? Do students agree or disagree with the INS official in the video, who says that both Mexico and the U.S. benefit by educating these young people? Discuss.

LINKS:
http://www.time.com/time/covers/1101010611/
http://www.time.com/time/covers/1101010611/cnneducation.html

Democracy in America: John McCain: Will He or Won't He?

1. Which political party currently controls the U.S. Senate? Which Republican senator recently defected to shift the balance of power to the Democrats? Which senator is now the target of speculation about his party loyalty? Why?

2. What state is represented by Senator John McCain? When did he last run for president? Why did he then say that this would be his only run for that office? What may have changed his mind?

3. Why did some conservatives label McCain a "liberal" in the 2000 presidential campaign? Why did reporters seem to like him, according to Bruce Morton? In what way is McCain's voting record typical for a Republican? How is he politically "unorthodox"?

4. According to the video, what factors might make John McCain run for president again? After a brief discussion, divide the class into small groups. Direct each group to take on the role of a team of advisers to Senator McCain. Have groups research his positions on major issues, then decide, based on what they know about him and the American voters, whether or not they would recommend he run for president in 2004. Have each group present its recommendation to the class, along with its rationale. Poll students to see how many think John McCain is likely to make another presidential bid.

LINKS:
http://www.mccain2000.com/
http://www.senate.gov/~mccain/
http://www.cnn.com/2001/ALLPOLITICS/06/05/column.billpress/index.html

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EDITOR'S NOTE:
Texas
Mexico
border crossing
immigration papers
taxpayers
John McCain
conservative
idealism

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CNN NEWSROOM Guide

June 12, 2001

Teachers: Today's Top Story and first Worldview segment focus on the execution of Timothy McVeigh. You may want to preview these portions of the program and guide to determine whether the issue of capital punishment is one you wish to address with your students.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:50...01:30

Top Story ... 03:25...04:55
-Timothy McVeigh is executed for the worst act of terrorism on U.S. soil.
-The constitutional evolution of the death penalty continues.

Student Bureau ... 03:05...08:00
Teenagers in Connecticut and Texas offer their views on capital punishment.

DAILY DESK ... 00:45...08:45

Health Desk ... 01:30...10:15
Exercise balls may be one answer to fitness.

Website Information ... 00:45...11:00
You can also access the CNN NEWSROOM Guide via CNNfyi.com!

WORLDVIEW ... 00:30...11:30

Top of the World ... 03:30...15:00
Most of the industrialized world disagrees with the U.S. on the issue of capital punishment.

Inside Asia ... 02:40...17:40
Japan's Mt. Fuji is a sacred site to many.

Communication Tranformation ... 04:15...21:55
Digital rights management helps artists protect their music online.

NEWS CHRONICLE ... 00:30...22:25

Anne Frank ... 05:00...27:25
Anne Frank's story is a timeless appeal for peace.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: McVeigh Execution

1. What sentence was carried out on Timothy McVeigh yesterday? Where and how was the sentence carried out? For what crime was McVeigh executed? What issue has McVeigh's execution raised again in the minds of many in the U.S. and the international community?

2. What kind of punishment does the U.S. Constitution specifically prohibit? Why has execution not been deemed "cruel and unusual" for most of U.S. history? When did broad opposition to the death penalty first surface? What was the basis for this opposition? What did the Supreme Court decide in the case of Furman v. Georgia, in 1972? How did most U.S. states respond to this decision?

3. What position did the Supreme Court take on the death penalty in 1976? What do you think the Court meant when it said of this sentence "It is an extreme sanction, suitable to the most extreme of crimes"? Describe some ways that courts and legislatures have continued to shape the limits of capital punishment.

4. In this segment, we see how courts and legislatures have shaped capital punishment, throughout U.S. history. Inform students that Timothy McVeigh was actually sentenced under a national crime bill that was passed in 1994. Students might be interested to know that, as a result of this law, there are now almost 60 federal capital punishment offenses, including some non-homicide crimes such as treason and drug trafficking. Have your students consult the Internet or a local attorney to learn what these federal capital offenses are, and share their information with the class. For each of these, do students consider the offense "extreme crimes" that should be punished by "extreme" sanctions, like the death penalty? Why or why not? Discuss.

5. Divide your class into small groups. Challenge each to select and examine one court case dealing with the death penalty. (Note: The two cases referred to in the video are Furman v. Georgia, 1972, and Gregg v. Georgia, 1976. These is a great deal of information on these cases and they illustrate two opposite Supreme Court decisions.) Have each group present a synopsis of its case, the majority decision, and its implication for the death penalty in the U.S. Use this opportunity to illustrate how the courts, as part of the checks and balances system, determine whether laws passed by state and federal legislatures meet constitutional requirements through their power of judicial review.

6. Although Timothy McVeigh was executed under federal law, some states have laws that call for capital punishment for some offenses. As of January 1 of this year, 38 U.S. states allow capital punishment for certain crimes. Which states have the death penalty? In which states is this penalty most often carried out? Direct students to the Internet and other resources to learn more about the states that have the death penalty and how it is applied. Share student findings. If you live in the U.S., is capital punishment a possible sentence in your state? If so, for what crimes? Survey students to see what they think of their state's position on capital punishment.

7. Teachers: For a related CNNfyi.com story, please go to:
http://fyi.cnn.com/2001/fyi/news/06/11/mcveigh.execution/index.html.

   The accompanying educational materials can be found at:
http://fyi.cnn.com/2001/fyi/lesson.plans/06/11/mcveigh/index.html.

   You may also want to check out HighWired.com's "The Death Penalty: A question of life or death" at this website:

BEST COPY AVAILABLE

http://www.highwired.com/Classroom/Project/0,2069,23713-62466,00.html.

LINKS:
http://www.cnn.com/2001/LAW/06/11/mcveigh.03/index.html
http://www.cnn.com/2001/LAW/06/11/bush.mcveigh.text.ap/
http://www.uaa.alaska.edu/just/death/history.html#unitedstates
http://www.ojp.usdoj.gov/bjs/glance.htm#cptrends
http://www.deathpenaltyinfo.org/firstpage.html
http://www.albany.edu/sourcebook/1995/tost_2.html#2_t
http://www.deathpenaltyinfo.org/feddp.html
http://www.deathpenaltyinfo.org/fedoffenses.html

Student Bureau: McVeigh Execution: Student Opinions

1. What two U.S. states did CNN's Student Bureau visit to survey high schoolers on the death penalty? Is capital punishment used as a sentence in either or both states? What are some of the views offered by the teens in Connecticut and Texas regarding the death penalty? Do you agree with any of these views? Explain.

2. Often the question of the death penalty as a deterrent to violent crime comes up in the debate on this issue. Generate a class discussion on this topic. You may wish to use the following opposing views to jumpstart discussion:

   According to the National Coalition to Abolish the Death Penalty: "Governments that have enacted the death penalty continue to have higher civilian murder rates than those that do not."

   According to John McAdams, as cited on the prodeathpenalty.com website: "If we execute murderers and there is in fact no deterrent effect, we have killed a bunch of murderers. If we fail to execute murderers, and doing so would in fact have deterred other murders, we have allowed the killing of a bunch of innocent victims. I would much rather risk the former."

   What do your students think? Solicit their reactions to both quotes. Is the death penalty a deterrent to murder? How would students go about finding evidence to substantiate their opinions, pro or con? Is it possible to find supporting evidence for each position? Discuss.

LINKS:
http://www.ncadp.org/
http://www.prodeathpenalty.com/

EDITOR'S NOTE:
Timothy McVeigh
Oklahoma City bombing
death penalty
capital punishment
morality
atrocity
execution
"cruel and unusual punishment"

DAILY DESK

Health Desk: Resist-a-balls

1. What type of exercise equipment is featured in the video? What are the health benefits associated with using exercise balls? If you have used exercise balls, what is your opinion of this equipment?

2. Though exercise balls have been in existence for over ten years, why do you think they are only now becoming popular? What other kinds of exercise equipment and programs are currently popular? Have students interview adults aver the age of 35 to learn how exercise programs and equipment have changed over the years. After students share their findings, ask: What exercise equipment and methods do you think will be popular in the future?

3. Group students and challenge each group to research the health benefits and appeal of exercise equipment, such as rowing machines, treadmills, stair steppers, and resistance bands. To what extent do these products promote balance, flexibility, strength training, and cardiac endurance? Instruct each group to present its findings in the form of an "infomercial." After the presentations, have students determine which of these pieces of equipment they would like to see as part of a school physical education program.

LINKS:
http://www.acefitness.org/fitfacts/fitfacts_display.cfm?itemid=129
http://www.operationfitkids.org/

EDITOR'S NOTE:
exercise balls
strength training

WORLDVIEW

Top of the World: World Reactions

1. Which are the only two industrialized democracies that still execute convicted criminals? What international organization is launching a worldwide effort against the death penalty in the U.S.? According to Amnesty International, in what countries did 88% of all known executions take place last year? Why does Amnesty International view the death penalty in the U.S. as "flawed"?

2. What two things, according to the outgoing U.S. ambassador to France, harm America's moral standing in Europe today? How do many in Europe view Timothy McVeigh? Why do you think they view him through the "prism" of American society? Do you think this is fair? Explain. Why have European leaders stepped up their anti-death penalty efforts with the presidency of George W. Bush? Do you think President Bush should respond to their efforts? If so, how? If not, why not?

3. The president of the Council of Europe's Parliamentary Assembly, Lord Russel-Johnson, called the execution of Timothy McVeigh "sad, pathetic and wrong." He said, "It is high time the United States rethought its attitude to the death penalty and aligned its position with the great majority of the free and democratic world." U.S. President George W. Bush said, in his statement after the execution, "This morning the United States of America carried out the severest sentence for the gravest of crimes. The victims of the Oklahoma City bombing have been given not vengeance, but justice." Ask students what they think each leader might say to the other as the rationale for his position. Direct each student to assume the role of one of these leaders and research a solid rationale for that leader's position on capital punishment. Then have each student write a brief speech that he or she might deliver as that leader at an international meeting.

LINKS:
http://www.cnn.com/2001/WORLD/europe/06/11/mcveigh.reax/
http://www.uaa.alaska.edu/just/death/intl.html
http://www.law.cornell.edu/topics/death_penalty.html

http://www.deathpenaltyinfo.org/feddp.html

Inside Asia: Sacred Excursion

1. In what country is Mt. Fuji located? Why does the video refer to it as "reclusive"? Why is the site seen as sacred to many? What are Buddhism and Shintoism? Why is Kamakura a significant place to learn about Japan's spiritual culture?

2. Which religion is the indigenous religion of Japan? What is the English translation of Shinto? Where do the gods of Shinto reside? What were the earliest Shinto shrines? What significance do you think this holds for Mt. Fuji?

3. Challenge your students to explore places that are considered sacred. Divide the class into groups, and have each choose and research one of these sites, such as Mt. Fuji, Stonehenge, Jerusalem, and Mecca. To whom is each of these sites sacred, and why? Have each group present its findings and discuss what religious practices and traditions are associated with each place.

LINKS:
http://www.mars.dti.ne.jp/~d-sano/indexe.html
http://www1.sphere.ne.jp/yamanasi/wnn_engl/kankou/kankou/mt_fuji.htm
http://www.sacredsites.com/explore.html

Communication Tranformation: Digital Rights

1. What is Internet piracy? With what company has record label EMI made a contract to protect its artists from piracy? What is digital rights management? How does DRM work?

2. What kinds of laws are designed to protect the content of record labels? How has the Internet undermined intellectual property law? What online music sharing service illustrates this point? How has the Napster case given rise to DRM? Are there any downsides to DRM? Explain.

3. What is intellectual property, and why should it be protected? Direct your students to conduct research to learn more about ways that intellectual property, including art, products, and inventions, are protected by copyrights, trademarks and patents. Share students' findings. Point out that intellectual property is protected in the U.S. Constitution: The framers of this document saw the need to safeguard the creations of artists and inventors. Discuss how accessibility to information in the Internet Age has raised new intellectual property issues, and whether legislation or technology should be the key to guarding this content online.

LINKS:
http://www.geek.com/news/geeknews/q22000/gee2000428001304.htm
http://msdn.microsoft.com/library/psdk/wm_media/wmform/htm/digitalrightsmanagement.htm
http://www.brint.com/IntellP.htm
http://www.uspto.gov/web/offices/ac/ahrpa/opa/museum/intell.html

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EDITOR'S NOTE:
Amnesty International
convicts
abolition
sacred
Mt. Fuji
piracy
digital rights
intellectual property

NEWS CHRONICLE

Anne Frank

1. Who was Anne Frank? Which country was she from? During what period of time did she live? Why did she go into hiding? How long was she there? What happened to her?

2. When was "The Diary of Anne Frank" first published? Why did Anne Frank write the diary? How many copies of the book have been sold? Share what you know about the Anne Frank story. What themes are addressed in the book? Why do you think the book has such universal appeal?

3. Ask students: Do you think there are differences in the way that war impacts children and adults? Ask students to imagine what hiding in the Secret Annex would be like: What would you miss? What would the constant threat and fear do to you? Then point out that, despite the tragedy of her time, Anne Frank displayed "undying optimism." Do students find this surprising, or do they agree that optimism is a trait of childhood? Explain.

4. What are racism and discrimination? Why do they occur? How and why was Anne Frank the target of racism and discrimination? What evidence suggests that racism and discrimination continue to exist throughout the world? Have you ever been discriminated against? If so, how did the experience make you feel? How did you react to the situation? Why?

5. What do students know about the Holocaust? What is "anti-Semitism"? Generate a class discussion about the human tragedy of the Holocaust. Have students consult the websites below and other resources to learn more about the Holocaust and why it occurred. Instruct your class to consider the economic, political and cultural factors (including anti-Semitism) that contributed to the rise of the Nazi Party and the Holocaust. Have students share their findings and discuss whether or not they think another Holocaust could occur in their lifetime.

6. Point out to students that, since the Holocaust there have been several episodes of genocide, including the Khmer Rouge massacres in Cambodia, the genocide in Rwanda, and the ethnic cleansing that occurred in Kosovo. Have students conduct research to learn more about the causes and consequences of these incidents of genocide. Share student findings. Ask the class to consider why genocide continues to happen, no matter how much humanity advances in other areas. What can and should be done to stop another such human tragedy from ever happening again? Discuss.

7. Inform students that, "From the Universal Declaration of Human Rights (1948) to the convention on the Prevention and Punishment of the Crime of Genocide (1948) to the Convention on the Rights of the Child (1989), a series of crucial documents have been formulated in part as a reaction to WWII and the Holocaust with the goal of creating international human rights norms." Refer students to the fifth link below to learn about the Convention on the Rights of the Child. Pose the following questions to guide your students' research on this document:
   1. What is the goal of the Convention?
   2. When was it established?
   3. How were children's rights treated before the Convention?
   4. What standards and rights are included in the convention to improve the quality of life of children?
   5. How many countries have ratified this agreement?
   6. What are some of the areas in which the Convention has been most effective?
   7. What needs, wants and wishes of children are universal and timeless?

   After students share their findings, group students and direct each group to the last two links below to select an area in the world where children's rights are being violated. Then, have groups identify how these nations are violating the articles of the Convention. What action is the international community taking to address these issues? What else can or should be done?

LINKS:
http://www.annefrank.com/
http://www.ushmm.org/

http://www.unhchr.ch/
http://www.preventgenocide.org/
http://www.unicef.org/crc/crc.htm
http://www.otago.ac.nz/Web_menus/Dept_Homepages/CIC/CIC.html
http://www.unicef.org/newsline/01nn05.htm

EDITOR'S NOTE:
Anne Frank
World War II
the Holocaust
Jews

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CNN NEWSROOM Guide

June 13, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 05:35...06:40
-U.S. Pres. Bush is on the defensive on his first official trip to Europe.
-CNN's Bill Schneider assesses Europe's view of George W. Bush and Bill Clinton.

In the Headlines ... 03:00...09:40
The U.S. Supreme Court makes an important ruling on religious use of public property.

DAILY DESK ... 00:30...10:10

Business Desk ... 02:30...12:40
A new study reveals that the U.S. is becoming a workaholic nation.

Ask CNN: Stock Prices ... 01:00...13:40
Who makes the prices of stocks rise or fall?

WORLDVIEW ... 00:30...14:10

Culture Watch ... 03:30...17:40
Immersion programs offer a way to learn another language.

One World Habitat ... 02:40...20:20
CNN's Gail O'Neill views an active volcano in Hawaii.

Wild Kingdom ... 03:20...23:40
New York City is feuding over ferrets.

Website Information ... 00:45...24:25
You can access the CNN NEWSROOM Daily Guide via CNNfyi.com.

NEWS CHRONICLE ... 00:25...24:50

Hip-hop Summit ... 02:25...27:15
Members of the hip-hop community meet in New York.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Pres. Bush in Europe

1. What was President Bush's first stop on his first official trip to Europe? With whom did he meet in Spain? What other European nations are scheduled stops on this trip?

2. How are European allies reacting to President Bush's position on the Kyoto Protocol? Why is Mr. Bush opposed to this treaty? What other issue could pose problems for U.S.-European relations? How did Spanish Prime Minister Aznar respond to President Bush's missile defense plan? Why do you think White House officials are describing the talks between Aznar and Bush as "upbeat"? How did events outside the U.S. embassy in Madrid offer a different view of what Europeans think of some of President Bush's policies?

3. What is a "mandate for change"? Does CNN's Bill Schneider think that George W. Bush has a mandate for change from American voters? Explain. According to Schneider, what percentage of American voters was happy with the way things were going under former President Clinton? What do you think Schneider means when he says, "What Americans were looking for in Bush was a change of leadership, not a change of direction"? Do you agree or disagree with him? State your rationale.

4. On what domestic and international issues has President Bush disagreed with former President Clinton? Although Americans repudiated Clinton and his behavior, how did the Europeans generally feel about him? How are European allies reacting to the prospect of a change in international policy from Bush? How, according to Bill Schneider, is pressure from European allies forcing Mr. Bush to backtrack on some of his positions? At the end of this segment, we hear Bill Schneider say, "The bottom line is, the Europeans don't want change." Do you think President Bush should or should not consider this when making international policy on behalf of the U.S.? Explain.

5. Ratification of the Kyoto Protocol is one of the most contentious issues among the U.S. and its European allies. Point out to students that, while former President Clinton favored this treaty, his fellow Democrats (and Republicans) in the U.S. Senate were overwhelmingly against it, and the Senate failed to ratify it. Why are so many U.S. political leaders on both sides of the aisle, as well as other interests, opposed to this treaty? Direct students to work in groups to research the benefits and drawbacks of the Kyoto Protocol from a U.S. perspective. Have each group use its findings to construct a policy statement for President Bush, explaining the U.S. position on the Kyoto Protocol.

   American opponents of the Kyoto Protocol often cite the fact that the treaty commits industrialized nations to cut their greenhouse gas emissions to pre-1990 levels, but does not ask developing nations like China and India to do the same. Ask students to consider how they would resolve this and other divisive issues within the treaty to enlist broad U.S. support. Challenge students to "shift gears" from the previous activity and put themselves in the positions of European leaders. Have students present brief speeches aimed at convincing U.S. leaders to change their minds on the Kyoto Protocol.

6. Teachers: For a CNNfyi.com article on this story, please go to: http://fyi.cnn.com/2001/fyi/news/06/12/bush.trip/index.html.

   For the accompanying lesson plan, please go to: http://fyi.cnn.com/2001/fyi/lesson.plans/06/12/europe.bush/index.html.

LINKS:
http://www.cnn.com/SPECIALS/2001/bush.europe/
http://www.cnn.com/2001/WORLD/europe/06/12/bush.visit.03/
http://washingtontimes.com/national/20010612-30695662.htm

http://www.cnn.com/2001/ALLPOLITICS/06/11/bush.global.warming/index.html
http://www.cnn.com/SPECIALS/1997/global.warming/stories/treaty/
http://www.geocities.com/RainForest/2958/climate.html
http://www.iht.com/articles/22668.htm
http://www.globalwarming.org/econup/index.htm

In the Headlines: Supreme Court Decision: Good News Club

1. What is the Good News Club? Where was it holding its afternoon meetings? What ruling did the Supreme Court make yesterday regarding this arrangement? Why does Reverend Rob Schenck believe this is "a very good decision for communities"? Do you agree or disagree with him? Explain.

2. Explain the First Amendment dilemma with which the community struggled throughout this case. What did the High Court decide in regard to this case and the principle of separation of church and state? Explain how this court decision is a "narrow" one. What are its implications for Milford Central? If you were in charge of Milford Central, would you allow all groups to use the school after hours, or prohibit any group from using the school? State your rationale.

3. Direct students to their texts, or other resources, for a copy of the First Amendment to the U.S. Constitution. Have students read this amendment. As a class, identify the broad issues addressed in this amendment (freedom of religion, free speech, freedom of the press, freedom of assembly). Then, divide the class into small groups. Have each group choose one of these issues and conduct research to learn more about recent court challenges to that First Amendment issue. The last website below should be helpful to students. Have each group present its findings. Discuss whether the court's interpretation in that case broadened or narrowed that First Amendment right.

LINKS:
http://www.cnn.com/2001/LAW/06/11/scotus.religion.ap/index.html
http://www.findlaw.com/casecode/supreme.html
http://caselaw.lp.findlaw.com/data/constitution/amendment01/

EDITOR'S NOTE:
George W. Bush
Madrid
Kyoto Protocol
missile defense
Bill Clinton
U.S. Supreme Court
free speech
church/state separation

DAILY DESK

Business Desk: Time Crunch

1. According to the video, which nation's workers now put in the longest hours of any industrialized nation? Does this surprise you? Why or why not? According to The Families and Work Institute survey, what percentage of those U.S. workers who responded feel overworked in one way or another? Who are "baby boomers"? Who are "Gen Xers"? Why do you think that women and baby boomers feel most overworked?

2. About how many hours per week would most American workers like to work? Why do you think they believe a 35-hour work week is a "distant fantasy"? What would employers have to do to make this a reality? Do you think it is economically feasible for most employers to offer their workers a 35-hour work week? Why or why not?

3. What other data from the survey supports the claim that Americans are becoming a workaholic nation? Besides the increased work hours and lack of real vacation time, what other concerns among workers lead to problems outside the workplace? How does on-the-job stress often manifest itself in one's personal life? What serious on-the-job consequences can result from overwork?

4. At the end of this video, we hear that "...overwork is costing business." Ask your students to come up with some examples of how overwork and on-the-job stress have negative effects on a business. Then, ask them to form small groups and interview local business owners, managers and workers to get their opinions on overwork and ways it impacts their performance, personal life and health, and, ultimately, the business's bottom line. Have each group present its findings. Acting as members of a business task force, have students draw up a list of practical recommendations for reducing feelings of overwork and stress in the workplace. Discuss which of these recommendations are likely to be utilized by corporations and small businesses, and why some suggestions would likely be ignored.

LINKS:
http://www.apa.org/monitor/may99/niosh.html
http://www.stress.org/problem.htm
http://www.stress.org/
http://abcnews.go.com/sections/us/DailyNews/work_howmuch_dayone.html

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EDITOR'S NOTE:
industrialized nation
workaholic
overworked
vacation time
stress

WORLDVIEW

Culture Watch: Spanish Revolution

1. What evidence supports the claim that a Spanish language revolution is taking place in the United States? What is behind this movement? How do immersion programs for language work? According to the video, what country is home to some of the most popular Spanish immersion programs? How much do immersion programs at La Union cost?

2. How long do experts suggest it should take for someone to learn Spanish via the immersion method? What other activities are available for those learning Spanish in Antigua?

3. As we see in the video, immersion is one way to learn another language. Have students learn more about this learning technique by speaking to your school's language teachers. Do they think it is the best way to learn another language? What other ways are there? Divide students into groups, and have each choose a way to present a mini-lesson to the class in any language. After all the lessons, poll students to see which technique enabled them to learn best. Generate a class discussion about learning styles, and why, in spite of the proven success of immersion, some individuals might prefer other ways to learn a second language.

LINKS:
http://internationaled.about.com/education/internationaled/cs/spanish/index.htm?iam=dpile&terms=%2B
http://spanish.about.com/homework/spanish/library/weekly/aa102898.htm?iam=dpile&terms=%2BSpani

One World Habitat: Hawaii Volcano

1. How many volcanoes are still active in Hawaii? Where are these volcanoes located? How many can be found in Hawaii Volcanoes National Park? What did Gail O'Neill experience as she walked through the "ancient tube" in this park? What is lava? Why do you think this is described as "one of the most awe-inspiring things most people will ever see in their entire lives"?

2. As we learn in the video, Hawaii's island chain was created by volcanoes. Divide your class into small groups to conduct research to learn more about the geology and geography behind Hawaii's volcanoes. Groups will want to seek information that helps them define terms associated with this topic, such as shield volcanoes, hotspot, lava, ash and a volcano's "status." Have each group use diagrams and illustrations to explain its findings.

3. Teachers: Check out this CNNfyi.com lesson plan on volcanoes: http://fyi.cnn.com/2000/fyi/lesson.plans/12/21/mexican.volcano/index.html.

   You and your students may also want to try Riverdeep.net's Volcano Lab. Go to: http://www.riverdeep.net/earthpulse/data/volcanoes/research_desk.html.

LINKS:
http://hvo.wr.usgs.gov/
http://www.nps.gov/havo/
http://www.geocities.com/CollegePark/Quad/7635/volcano.html
http://www.soest.hawaii.edu/GG/hcv.html

Wild Kingdom: Ferret Feud

1. What is a ferret? How does the mayor of New York feel about ferrets? Why do ferrets "get no respect"? Why do some city officials in New York want ferrets banned?

2. What do your students think about the proposal to ban ferrets? Is it justified or unwarranted? Direct groups of students to conduct research to learn more about ferrets. Do they make good pets? Why or why not? Have each group use its information to write the script for an editorial that might appear on television in New York, advocating the proposed ferret ban or defending the ferret.

LINKS:
http://exoticpets.about.com/pets/exoticpets/library/weekly/aa070999.htm?iam=dpile&terms=%2Bferret
http://www.ferretcentral.org/
http://www.animalnetwork.com/critters/profiles/ferret/

EDITOR'S NOTE:
Spanish
immersion
Hispanic population
culture
Hawaii
volcano
ferret
weasel

NEWS CHRONICLE

Hip-hop Summit

1. What members of the hip-hop community are currently meeting in New York City? Who organized this summit? What, according to its organizer Russell Simmons, is the mission of this meeting?

Why is image an issue here? What do you think Congresswoman Cynthia McKinney means when she speaks of "ownership"? Why do you think most of the serious issues are being discussed behind closed doors?

2. What do you think of hip-hop? Do you enjoy it, or find its lyrics "threatening," as Hilary Rosen says? Do you think leaders of the hip-hop community want to change their music or image? Why or why not? Leaders of this conference have said that its theme is about taking back responsibility. What do you think this means? Do you think hip-hop is responsible for some of society's problems? State your rationale.

LINKS:
http://rap.about.com/musicperform/rap/library/blsummitpressrelease.htm?iam=dpile&terms=%2Bhip+%2

EDITOR'S NOTE:
hip-hop
rap community
image
initiatives

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

June 14, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 02:20...03:25
Pres. Bush claims progress in his NATO debut.

Top Story ... 03:00...06:25
Macedonia looks to NATO to help restore stability.

DAILY DESK ... 00:35...07:00

Science Desk ... 01:40...08:40
CNN's Ann Kellan hits the road in a hybrid car.

Ask CNN: Deregulation ... 01:00...09:40
What are the pros and cons of energy deregulation?

WORLDVIEW ... 00:45...10:25

Top of the World ... 03:40...14:05
CIA chief George Tenet continues Mideast talks in an atmosphere of mistrust.

Culture Watch ... 03:00...17:05
A French artist chooses an unconventional method of expression.

Inside North America ... 03:05...20:10
Baby boomers are taking to motorcycles in increasing numbers.

Artistry in Action ... 03:15...23:25
Meet an officer who's one of New York's finest singers.

NEWS CHRONICLE ... 00:30...23:55

Border Business ... 03:25...27:20
International trade is turning Laredo into a boom town.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Pres. Bush in Europe

1. How has President Bush assessed his first meeting with NATO leaders? Which countries seemed to offer words of support for his missile defense system? Which still have some reservations about this idea? What was the NATO secretary general's view of Mr. Bush's presentation?

2. With whom is President Bush scheduled to meet on Saturday? Why are many analysts calling this meeting "critical" for the Bush missile defense plan? What is the Anti-Ballistic Missile Treaty? Why do you think it would help President Bush's case if Russian President Putin agreed to amend the ABM Treaty?

3. Ask students: How did French President Jacques Chirac react to President Bush's characterization of the ABM as a relic of the Cold War? What was the Cold War? Direct groups of students to research the Cold War, including its impact on the political world map, and how that map has changed today. Share group findings and discuss how the end of the Cold War brought about a "new world order" and changes in NATO. Discuss how the global political climate is different in 2001 from that in which the ABM was signed almost 30 years ago.

4. In his first NATO meeting, President Bush praised the organization's work in defeating communism and ethnic cleansing in the Balkans. However, he also said, "We must strengthen our alliance, modernize our forces and prepare for new threats." Ask students: What do you think Mr. Bush means when he talks about "new threats"? Have students conduct research to learn more about the rationale behind the Bush missile defense system, and modern threats to NATO. Guide students to focus their efforts on terrorism and weapons of mass destructions in the hands of "rogue nations." Share student findings. Point out that, even if all the NATO leaders agreed that something must be done to address the new threats to their alliance, they might still have concerns about the missile defense system proposed by Bush. What might some of those concerns be? Ask students to speculate as to reasons some of the allies may not be warming up to the Bush missile defense plan.

5. Teachers: For a CNNfyi.com article on President Bush's trip to Europe, please go to:
http://fyi.cnn.com/2001/fyi/news/06/12/bush.trip/index.html.
For a related lesson plan, please go to:
http://fyi.cnn.com/2001/fyi/lesson.plans/06/12/europe.bush/index.html.

LINKS:
http://www.cnn.com/2001/WORLD/europe/06/13/bush.visit.02/index.html
http://www.cnn.com/2001/WORLD/europe/06/13/garrett.otsc/index.html
http://www.nato.int/home.htm
http://www.cnn.com/SPECIALS/cold.war/
http://www.isn.ethz.ch/php/

Top Story: Macedonia

1. Where is Macedonia? Why is NATO Secretary General George Robertson going to Macedonia? What are the basic points of the presidential peace plan? What does "amnesty" mean? Who is fighting in Macedonia?

2. Why are some ethnic Albanian politicians pleased with international involvement in the peace plan? Why are they concerned about the peace plan summit?

3. What do your students know about international military intervention in the Balkans? Direct them to conduct research and discuss their information. Based on what they have learned, is international military involvement effective in bringing peace to the region? Are there any downsides to this

approach? Discuss.

LINKS:
http://www.odci.gov/cia/publications/factbook/geos/mk.html
http://www.cnn.com/SPECIALS/2001/macedonia/
http://www.cnn.com/2001/WORLD/europe/06/13/macedonia/index.html
http://www.nato.int/kosovo/kosovo.htm

EDITOR'S NOTE:
NATO
missile defense system
Anti-Ballistic Missile Treaty
Cold War
Macedonia
George W. Bush
amnesty
ethnic Albanians

DAILY DESK

Science Desk: Driving a Hybrid Car

1. Who is Geoff Forman? What type of car does he drive? What are some of the differences between hybrid cars and conventional cars? Why doesn't Forman's car omit exhaust when it is idling? Which feature of Forman's hybrid car impressed you the most? Why? Do you think the benefits of owning a hybrid car outweigh the drawbacks? Discuss.

2. Why do you think car manufacturers are developing hybrid cars? How do you think hybrid cars will impact pollution? Why do you think Forman's hybrid car is more efficient with both an electric motor and gas engine? Would you consider purchasing a hybrid car in the future? Explain your answer.

3. Divide students into small groups. Have each group perform the follow activity, "Build a DC Motor Lab" (Physical Science, 2001, p. 700-01; permission granted by Holt, Rinehart and Winston). Each group will need the following materials:
   - 100 cm of magnet wire
   - cardboard tube
   - sandpaper
   - two large paper clips
   - four disk magnets
   - plastic-foam cup
   - tape
   - two insulated wires with alligator clips, each approximately 30 cm long, 4.5 V battery
   - one permanent marker.

   1. To make the armature for the motor, wind the wire around the cardboard tube to make a coil. Wind the ends of the wire around the loops on each side of the coil. Leave about 5 cm free on each end.
   2. Hold the coil on its edge. Sand the enamel from only the top half of each end of the wire. This acts like a commutator, except that it blocks the electric current instead of lisareversing it during half of each rotation.
   3. Partially unfold the two paper clips from the middle. Make a hook in one end of each paper clip to hold the coil.
   4. Place two disk magnets in the bottom of the cup, and place the other magnets on the outside of the bottom of the cup. The magnets should remain in place when the cup is turned upside down.
   5. Tape the paper clips to the sides of the cup. The hooks should be at the same height, and

should keep the coil from hitting the magnet.
6. Test your coil. Flick the top of the coil lightly with your finger. The coil should spin freely without wobbling or sliding to one side.
7. Make adjustments to the ends of the wire and the hooks until your coil spins freely.
8. Use the alligator clips to attach one wire to each paper clip.
9. Attach the free end of one wire to one terminal of the battery.
10. Connect the free end of the other wire to the second battery terminal and give your coil a gentle spin. Record your observations.
11. Stop the coil and give it a gentle spin in the opposite direction. Record your observations.
12. If the coil does not keep spinning, check the ends of the wire. Bare wire should touch the paper clips during half of the spin, and only enamel should touch the paper clips for the other half of the spin.
13. If you removed too much enamel, color half of the wire with a permanent marker.
14. Switch the connections to the battery and repeat steps 10 and 11.

After the activity is completed, have students discuss the following questions: Why do you think consumers might prefer a hybrid car over a purely electrically-powered car? Do you think hybrid cars will be big sellers in the years to come? Why or why not?

LINKS:
http://environment.about.com/newsissues/environment/library/weekly/aa042300.htm?iam=dpile&terms=
http://pages.prodigy.net/imagiweb/reports/file00/00-002.htm
http://www.ecoworld.com/Articles/Hybrid_Cars_EW.htm
http://www.howstuffworks.com/hybrid-car.htm
http://www.oneworld.net/penguin/pollution/pollution_home.html

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EDITOR'S NOTE:
hybrid car
internal combustion engine
mileage
gas usage

WORLDVIEW

Top of the World: Middle East Truce?

1. Who is George Tenet? Although both Arabs and Israelis have been receptive to his truce proposal, how are they behaving? Why is each side continuing its aggression and harsh rhetoric? Why do you think there is an air of mistrust among Arabs and Israelis?

2. What is the next challenge for American diplomacy in the Middle East? How were some Palestinians reacting to the truce even as its last details were being finalized? What is the intifada? Why do you think some Palestinians are opposed to ending it? According to these Palestinians, what is the "real problem"? What evidence indicates that the frustration of the Israeli right has grown as well?

LINKS:
http://www.cnn.com/2001/WORLD/meast/06/13/mideast.01/index.html
http://www.israel-mfa.gov.il/mfa/home.asp
http://www.pna.net/

Culture Watch: France Blast Artist

1. How and where does Chantal Cottet create her art? Who has helped her create these artworks? What kinds of materials does she use to create her "blast art"?

2. Blast art and "blasted art" are just some of the forms of self-expression that might be labeled "unconventional." Ask students to find other examples of art created by unconventional means, and share their findings. If possible, invite a local artist to share one of his/her works created by unconventional methods. Ask the artist to discuss why he/she has chosen this method, and how it lends itself to expression.

LINKS:
http://oldva.com/emerald/
http://members.aol.com/aaasuper1/index.htm
http://www.artincanada.com/arttalk/arttermsanddefinitions.html

Inside North America: Boomer Bikers

1. What is unusual about some of the bikers seen in the video? Who are baby boomers? How are they impacting the average age of motorcycle riders?

2. Why are baby boomers taking to motorcycles? What are the downsides to the increasing number of older riders? What is happening to the average age of motorcycle fatality victims? What do safety experts advocate in order to minimize biker fatalities, especially among older riders?

3. What do current U.S. demographics tell us about baby boomers? Inform students that the Bureau of Labor Statistics projects that 63 percent of those between the ages of 55 and 64 will be in the work force as of 2006. Many baby boomers will be working late into their lives, out of necessity or preference. Challenge students to consider how an aging workforce is likely to affect them as they enter the workplace. Discuss the possible impact of older baby boomers on areas of the economy such as employment, advertisement, and consumer buying power.

4. What do your students know about the baby boomer generation? Perhaps many of their parents and other relatives are baby boomers. Challenge students, working in groups, to learn more about the music, culture, and defining events of the baby boomer generation. Have each group report its findings. Compile groups' efforts into a multimedia presentation. Invite students' parents to lunch (accompanied by baby boomer music, of course) and a viewing of the presentation.

LINKS:
http://news.tbo.com/news/MGAI113TRKC.html
http://www.babyboomers.org/
http://www.ncpa.org/pd/economy/pdeco/june984m.html
http://www.netwalk.com/~duchapl/music.HTM#Top Ten

Artistry in Action: Singing Policeman

1. What does Daniel Rodriguez do for a living? What is his passion? What are some of his nicknames? With what song did he propose to his wife? How does orchestra leader Skitch Henderson describe Rodriguez's voice?

2. In this segment, CNN's Jeanne Moos tells us a story about an interesting individual. Challenge your students to interview interesting individuals they know in their neighborhood. Have each student choose one interesting individual and present a 2-3 minute video or written article about that person. Choose one individual to profile in your school newspaper.

LINKS:
http://www.apbnews.com/cjprofessionals/behindthebadge/2000/02/28/elviscops0228_01.html

http://www.hampton.lib.nh.us/hampton/history/pamphlets/singingcop.htm
http://michbar.inherent.com/news/releases/9_10_99.html

EDITOR'S NOTE:
George Tenet
intifada
diplomacy
artist
implosion
baby boomers
opera house
standing ovation

NEWS CHRONICLE

Border Business

1. What does afternoon rush hour look like on the U.S./Mexico border? Why is there so much activity there? On average, how many trucks pull out of the Consolidated Freightways Warehouse each day? What kinds of products are these trucks hauling? Where are the trucks going?

2. How does what is going on at Consolidated Freightways symbolize what is happening in Laredo? What is responsible for this "explosion of business"? Why do you think John Adams compares Laredo to "a little Hong Kong"? Do you agree with his analogy? Why or why not?

3. What percentage of ground trade between the U.S. and Mexico comes through Laredo? What has NAFTA done for this town? Why do many businesses in Laredo need more space? What problems has the increased trade caused? How does the increase in trade make the customs agent's job a more difficult one? Why do Mexican customs brokers face more red tape than their American counterparts? How do some people in Laredo gauge the health of the economy? Do you think this is a reasonable benchmark? Explain.

4. Use this opportunity to introduce your students to NAFTA, the North American Free Trade Agreement. Point out that, although the objective of this agreement was to establish a North American free trade zone, not everyone supported it when it was brought before Congress. Divide your class into groups and have each examine the benefits and downsides of NAFTA. Have each group prepare a chart or visual organizer to present this information. After the presentations, poll students to see whether they think the benefits of NAFTA have outweighed any downsides, or vice-versa.

LINKS:
http://www.time.com/time/covers/1101010611/
http://www.time.com/time/covers/1101010611/fbridge.html
http://www-tech.mit.edu/Bulletins/nafta.html
http://ffas.usda.gov/info/factsheets/nafta.html
http://lanic.utexas.edu/la/Mexico/nafta/index.html

EDITOR'S NOTE:
Laredo
international trade
prosperity
NAFTA
customs
trade regulations

CNN NEWSROOM Guide

June 15, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:40...01:20

Top Story ... 04:45...06:05
-Pres. Bush announces an end to military activities on Vieques.
-Some question the motivation behind the president's decision.

DAILY DESK ... 00:25...06:30

Editor's Desk ... 01:50...08:20
A new video game seeks the same following as its companion book.

Editor's Desk Extra: Making of "Pearl Harbor" ... 03:00...11:20
How did filmmakers re-create the day that lives in infamy?

WORLDVIEW ... 00:45...12:05

Top of the World ... 02:15...14:20
The Japanese media gets a preview of the movie "Pearl Harbor."

Around the World ... 02:55...17:15
New York's Fashion Institute of Technology celebrates the uniform.

Culture Watch ... 02:50...20:05
Russian rock takes on a new, non-political tone.

"Mamma Mia" ... 03:15...23:20
"Mamma Mia" puts the music of Abba back in the spotlight.

Ask CNN: NATO Membership ... 00:50...24:10
Which countries are being considered for NATO membership?

NEWS CHRONICLE ... 00:25...24:35

Presidential Trips ... 02:35...27:10
CNN's Garrick Utley looks at the purpose and importance of presidential trips.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Vieques Decision

1. Where is Vieques? What policy decision did President Bush announce yesterday regarding U.S. military activities on Vieques? Where was the president when he made this announcement? Who did the president cite as responsible for this decision?

2. Who is Gordon England? Why was he dispatched to Capitol Hill? How have many in Congress reacted to the decision to abandon military activities in Vieques? Why do they feel this way? What do some Navy officials think is behind this decision? How do White House officials feel about possible passage of an upcoming referendum on the issue of military testing on Vieques? Why do they think the Navy was unlikely to get the approval of the public in Vieques?

3. How is President Bush defending the decision to halt bombing exercises on the island of Vieques? What reaction was the administration hoping for when the decision was announced? How have Hispanic leaders and military supporters reacted instead? What is meant by the term "damage control"? According to the video, what is the White House doing to attempt some damage control in this situation? Do you think this strategy will be effective in quieting the president's critics? Why or why not?

4. Challenge your students to look at this situation from all perspectives. Divide the class into five groups, and have each choose one side to represent: The U.S. military, the Bush administration, the Hispanic community in the U.S., congressional supporters of the military, and the people of Vieques. Direct each group to research the Vieques issue from the perspective of its respective group. Then, have each group appoint a spokesperson to explain that side's view. Do students think there is any compromise position that could satisfy all the interested parties? Do they think the Bush administration's decision was a wise one, or should it be revisited? Discuss.

5. Teachers: Here's the website for a related CNNfyi.com article on this story: http://fyi.cnn.com/2001/fyi/news/06/14/vieques.bombing/index.html.

   The accompanying lesson plan can be found here: http://fyi.cnn.com/2001/fyi/lesson.plans/06/14/vieques.bombing/index.html.

LINKS:
http://www.cnn.com/2001/US/06/14/vieques.halt.04/index.html
http://www.viequeslibre.org/
http://www.viequestimes.com/index.htm/navyland.htm
http://www.vieques-island.com/board/navy/
http://www.cnn.com/2001/ALLPOLITICS/06/14/congress.vieques/index.html

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EDITOR'S NOTE:
Vieques
Puerto Rico
referendum
bombing exercises
Hispanic voters
conservative
caucus
Gordon England

DAILY DESK

Editor's Desk: Harry Potter Video Game

1. Why is a Harry Potter video game so highly anticipated? Who is creating the game? Who is J.K. Rowling? Why do you think that she has been consulted on the game's features? How have Harry Potter fans that tested the game felt about the images?

2. Have you read any of the Harry Potter books? If so, did you like them? Why or why not? What do you think makes them so popular? Do you think that electronic versions will detract from the books, or will these spin-offs bring more people to read the novels? Explain your answer.

3. Have you ever watched a movie based on a book after you read it? Which did you prefer, and why? What features do you think that movies can enhance about a book? Which elements are better in books?

4. Consumers are often inundated with "spin-offs" -- products that result from the popularity of the main product -- that are associated with popular movies. In this case, the primary products were novels, and just one of the spin-off products, the video game, is expected to bring in a billion dollars in revenue. Students can research examples of spin-offs associated with the Harry Potter books or with one of their favorite movies. Ask them to consider what they believe draws consumers to buy many of the associated products. They can discuss or write essays that answer the following question: Why are spin-offs such big business?

5. Bring in a copy of Rowling's "The Sorcerer's Stone" and read a few paragraphs of the opening chapter. Ask students to envision the setting and characters as you read. Then challenge them to find some marketing examples of the Potter characters in stores, magazines or online. Based on their observations about the setting and characters in their imaginations, and those they find as products, ask them to answer the following question: Which is better, my imagination or the vision of those who created the spin-off products? Why?

LINKS:
http://www.usatoday.com/life/cyber/tech/review/games/cgg212.htm
http://www.magicalharrypotter.com/
http://harrypotter.warnerbros.com/
http://www.scholastic.com/harrypotter/home.asp

Editor's Desk Extra: Making of "Pearl Harbor"

1. When did the Japanese attack on Pearl Harbor take place? Where did filmmakers re-stage this battle? How many extras participated in the filming of the attack scene? How many special effects were used in the movie? How does this number compare to that of the typical summer action movie? What materials were used to create "real" effects? How did producers prepare the actors for their roles in "Pearl Harbor"?

2. Pose this question to students: If you were going to be stranded in a remote location for long time, and you could take five movies with you, which ones would you take and why? Give students a few minutes to think about their responses and tell them to write them down. Ask for volunteers to share their lists. Note common answers among students. Generate a class discussion about what makes a movie a "top five" favorite for young viewers. Is it special effects? Good plot? Interesting characters? Timeless story? What tips would students offer filmmakers looking to produce a modern "classic"?

LINKS:
http://www.mediacen.navy.mil/pubs/allhands/apr01/pg30.htm
http://gohawaii.about.com/travel/gohawaii/library/weekly/aa051101b.htm
http://gohawaii.about.com/travel/gohawaii/cs/pearlharborreviews/index.htm
http://www.pearlharborfilm.com

EDITOR'S NOTE:
"Harry Potter"
J.K. Rowling
fiction
video game
"Pearl Harbor"
stunts
special effects
replica

WORLDVIEW

Top of the World: "Pearl Harbor" Debut

1. How is "Pearl Harbor" being sold to the Japanese? What were some of the reactions of those in the Japanese media who saw it? Which segment of Japan's population is most sensitive to the topic of Japanese aggression in World War II? Why do many Japanese children know little about this war?

2. What were some of the changes made in the movie that Japanese audiences will see? Why do you think these changes were made? Do you agree or disagree with the decision to alter this film for Japanese moviegoers? Explain.

3. Ask students to think about historical accounts, or historical fiction, that they have read or seen in the movies. Ask them to consider what changes might be made to that story or movie if it were presented in another setting. Have students offer their ideas in class discussion. Based on their examples, ask students: Does changing the elements of a story that is based on history affect the integrity of the story, or simply provide another perspective? Discuss.

4. Teachers: Your students can read the CNNfyi.com article "Sorting fact from fiction in Pearl Harbor" by going to:
http://fyi.cnn.com/2001/fyi/news/05/24/pearl.harbor/index.html.

   Go to this site for a related lesson plan:
http://fyi.cnn.com/2001/fyi/lesson.plans/05/24/pearl.harbor/index.html.

LINKS:
http://www.cnn.com/2001/SHOWBIZ/Movies/05/24/pearl.japan/
http://gohawaii.about.com/travel/gohawaii/library/weekly/aa120197a.htm
http://www.historyplace.com/worldwar2/timeline/pearl.htm

Around the World: Uniforms

1. What kinds of uniforms are on display at New York's Fashion Institute of Technology? Which are "uniforms of power"? Can a "uniform of service" also be one of power? Explain. How have the uniforms seen in the video changed over the years?

2. Does your school require students to wear uniforms? If so, what do you think of them? Why do you think they are required? How do uniforms help to identify your school and student body?

3. Why do people wear uniforms? What kinds of uniforms define organizations and occupations? Divide the class into groups, and have each research the history of a particular kind of uniform, such as military uniforms, scout uniforms, or sports team uniforms. Have each group present its findings, along with pictures, if possible. How have these uniforms changed over the years? Why

have they changed? How do these uniforms define the people who wear them?

LINKS:
http://www.omsa.org/
http://encarta.msn.com/find/Concise.asp?z=1&pg=2&ti=761564606
http://www.hr-derby.com/

Culture Watch: Russia New Rock

1. How is Russia's rock music different from its music in the early 1990s? Who is Julie Checherina? Why doesn't she have politics in her songs? How did Naik Borzov get his start in music? What kinds of songs does he sing? Though Russian rock musicians say they can hold their own among Western artists, what "barrier" exists to their success? Do you think Russian rock artists could be successful in places like the U.S.? Why or why not?

2. What kinds of music do you enjoy? Do you like instrumental music or music that has lyrics? Explain. If you like lyrical music, what are some of your favorite lyrics? What feelings and thoughts do these lyrics express? How do they reflect what's important to you?

3. Russian music takes many forms. Challenge your students to learn more about other forms of Russian music, such as traditional folk music, classical music, or even Tuva throat singing. Have each group share its information, and if possible, examples of its Russian music. As a class, note differences and similarities between the various forms of Russian music and those with which students are familiar.

LINKS:
http://worldmusic.about.com/musicperform/worldmusic/cs/russia/index.htm?iam=dpile&terms=%2BRus
http://www.europeaninternet.com/russia/

"Mamma Mia"

1. When was Abba popular? From what country was this group? What is the name of the play that is based on Abba's songs? Who developed this show? How does the production recreate the vocals from Abba's songs? How many records did Abba sell worldwide? How is this play being received? Is it a performance you would like to see? Why or why not?

LINKS:
http://www.abbasite.com/
http://www.danbbs.dk/~janbach/musikgb.htm
http://www.abbasite.com/mammamia/

EDITOR'S NOTE:
Japan
aggression
December 7, 1941
uniforms
Russian rock
ABBA
theater
harmony

NEWS CHRONICLE

Presidential Trips

1. Who was the first president to travel outside the United States? What was his destination? Who was

the first president to visit Europe? What was significant about the length of his stay there? Who was the first president to travel abroad by plane? Why did he travel by sea on subsequent international trips? Which president holds the record for most countries visited in the fewest days? Who was the most traveled president?

2. How have presidential trips been about "symbols and rhetoric"? How was Richard Nixon's trip to China a trip about "substance"? Why are presidential trips so expensive? How much did Bill Clinton's 1998 trip to Africa cost? What are some of the physical costs of traveling for presidents?

3. What political and economic "mileage" do presidents get from their travels? Does the country benefit from these trips as well? Lead a class brainstorming session to generate a list of reasons that presidents travel. These reasons could include: To attend meetings of alliances, be present at important head of state funerals, engage in peace talks, visit active military personnel, demonstrate support for an ally and promote trade and cooperation. Direct students to the second website below for a list of modern presidents and their travels. Have each student choose one president and trip and conduct research to learn more about the purpose of the trip and its outcome. Acting as the chosen president, have each student write a journal entry on the last day of that trip, reflecting on its signficance for his constituents.

LINKS:
http://www.cnn.com/SPECIALS/2001/bush.europe/index.html
http://www.state.gov/www/about_state/history/prestravels2.html

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EDITOR'S NOTE:
Air Force One
presidential trips
symbols and rhetoric
substance
grandeur
General Accounting Office
jet lag
Secret Service

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CNN NEWSROOM Guide

June 18, 2001

CNN NEWSROOM and the Daily Guide are here for you, all summer long! Keep your VCR set and archive programs and Guides for your use this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:35...01:15

Top Story ... 06:10...07:25
-Russian President Vladimir Putin proposes a Balkan peace initiative.
-Macedonians are suspicious of a national peace plan.

Ask CNN: ... 01:25...08:50
Which U.S. president founded the Peace Corps?

DAILY DESK ... 00:30...09:20

Environment Desk ... 02:15...11:35
Many Americans live in places where smog is a serious problem.

Turner Website Information ... 00:45...12:20
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:25...12:45

Culture Watch ... 08:55...21:40
The Tohono O'odham nation is a nation divided.

NEWS CHRONICLE ... 00:25...22:05

Special Series ... 05:20...27:25
(Part I) The Rio Grande is an important resource for Mexico and the U.S.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Putin's Yugoslav Visit

1. How has Yugoslavia changed since 1991? Why did Russia's President Vladimir Putin recently meet

with Yugoslavia's President Vojislav Kostunica? According to Mr. Putin and Mr. Kostunica, what factors have caused instability in the Balkans? What Balkan-related intervention is Putin proposing?

2. Why do you think Putin is proposing an initiative to settle ethnic strife in the Balkans at this point in time? Refer students to multimedia resources to learn about the history of Russia's relationship with the Balkan nations during the last decade. After students share their findings, have them consider the political, cultural (ethnic), and economic benefits and risks Putin might assume by promoting a Balkan peace initiative.

3. Why did Putin meet with Serbian Prime Minister Zoran Djindjic? Who is Slobodan Milosevic? Why is he under arrest? Direct students to the links below and other resources to create a timeline of the former Yugoslavia's history during the 1900s. Have students investigate the wars in Croatia, Bosnia, and Kosovo, and Milosevic's role in these events. Discuss the impact of Milosevic's 13-year rule from the perspective of the citizens of the former Yugoslavia. After the discussion, ask: Why were Western nations so eager to see Milosevic out of power? Do you think Milosevic should be extradited to The Hague? Why or why not? If so, should he be tried in his homeland first? Remind students that the international community is insisting that Yugoslavia's Parliament adopt a law that would enable the extradition of Yugoslav citizens, including Milosevic, as a condition for giving additional economic aid to Yugoslavia. Do you think this condition is fair? Why or why not?

4. Where is Macedonia? What groups are fighting in Macedonia and why? What is the status of Macedonia's peace plan? In general, how do Macedonians feel about the peace talks? What compromises are ethnic Albanian leaders seeking regarding the peace plan? Why are these compromises controversial? What factors suggest that there is a "growing sense of realism on all sides" in Macedonia?

5. Have students create a current political wall map of Eastern Europe. Instruct students to learn more about the different ethnic groups in this region and which are in conflict. Have students use colored markers to indicate on the map where the ethnic conflicts are occurring. Leave the map up on the wall so students can refer to it as they follow this news story.

LINKS:
http://cnn.com/2001/WORLD/europe/06/17/kostunica.putin/index.html
http://www.cnn.com/2001/WORLD/europe/04/01/milosevic.arrest.06/index.html
http://www.cnn.com/SPECIALS/2000/yugo.crisis/index.html
http://www.cnn.com/SPECIALS/2000/kosovo/
http://www.cnn.com/SPECIALS/2001/macedonia/

EDITOR'S NOTE:
Vladimir Putin
Yugoslavia
Vojislav Kostunica
Kosovo
peace plan
Slobodan Milosevic
extradite
Macedonia

DAILY DESK

Environment Desk: America's Most Polluted Cities

1. What were the findings of the American Lung Association's "The State of the Air 2001" report? Which U.S. cities have the most polluted air? What is smog? When does smog season begin?

2. Point out to students that, according to the U.S. Environmental Protection Agency, "Air pollution affects everyone. Every day, the average adult breathes over 3,000 gallons of air. Children breathe even more air per pound of body weight and are thus more susceptible to air pollution." Then, generate a class discussion about the health consequences of air pollution. Direct groups of students to consult online resources and medical professionals to learn more about these health risks. After groups share their findings, ask: If America's most polluted cities do not reduce air pollution, what diseases and problems will local residents likely experience in the years to come?

3. What is ozone? What is the correlation between ozone and smog? How should people respond to an ozone alert? Refer students to the last website below to learn more about air pollution and the quality of air throughout the U.S. Have students access the Ozone Mapping Archives to track the ozone levels in their state from 1999 to the present. Have students create a graph of their findings. If ozone levels have increased or decreased, help students to determine why these changes occurred. What do you think the air quality in your state will be like next year and five years from now? What should government and local citizens do to improve and protect the quality of air in your community? Discuss.

LINKS:
http://www.lungusa.org/air2001/index.html
http://www.lungusa.org/
http://www.mtsinai.org/pulmonary/books/breathe/Sectr.htm
http://www.epa.gov/oar/oaqps/peg_caa/pegcaain.html
http://www.epa.gov/airnow/
http://www.epa.gov/airnow/maparch.html

EDITOR'S NOTE:
American Lung Association
smog
ozone
asthma
air pollution
nitrogen oxides
hydrocarbons

WORLDVIEW

Culture Watch: A Nation Divided

1. How many Native Americans live on the Tohono O'odham reservation? Where is this reservation? What political border divides the Tohono O'odham people? Why are workers from the tribal hospital breaking the law daily? Why are the Tohono O'odham unable to freely cross the border?

2. Who is Margo Cowan? How is she proposing to fix this situation? Where is the government of the Tohono O'odham based? What do tribe members living on the Mexican side of the border have to do to get tribal services? For how long have the Tohono O'odham faced this problem?

3. Why has security along the U.S.-Mexico border been increased over the past few years? Where does Mary Narcho live? What experiences has she had when she tries to cross the Mexican border to visit relatives? How does she feel about these incidents? What is the U.S. government doing to try to alleviate border crossing problems for the Tohono O'odham? What does Margo Cowan think of the visas? What does she propose instead?

4. What was the Gadsden Purchase? Have students consult their texts or other resources to learn more about the circumstances surrounding the U.S. purchase of this land, and discuss how it impacted the Tohono O'odham people. Then have students work in groups to examine other territorial expansion

throughout U.S. history. Direct groups to conduct research into the annexations that have taken place since the days of the original thirteen colonies. Share information. What Native American tribes were impacted by these territorial acquisitions? How? Discuss.

5. Present students with a political map of the world and ask them to observe the countries created by political boundaries. Generate a class discussion about current ethnic conflicts worldwide. Ask students to point out regions or countries where these conflicts are taking place, such as the Balkans, the Middle East, and many parts of Africa, including Rwanda. Discuss what is happening in each area, and why. If students are unfamiliar with these conflicts, have them consult media resources to learn more about them. After viewing this story about the Tohono O'odham, and discussing/researching ethnic conflicts, have students write an essay in response to the question: To what extent do political boundaries define a nation?

LINKS:
http://www.heard.org/education/rain/cultura2/raincul4.html
http://www.heard.org/
http://www.itcaonline.com/Tribes/tohono.htm
http://www.encyclopedia.com/articles/12933.html
http://www.factmonster.com/ce6/history/A0819976.html

EDITOR'S NOTE:
Tohono O'odham
Native Americans
Mexico
sovereign nation
Gadsden Purchase
Arizona
visa
undocumented

NEWS CHRONICLE

Special Series: The New Frontier: Part 1

1. Which countries does the Rio Grande run through? In what U.S. state are the headwaters of the Rio Grande located? How long is the river? What problems plague the Rio Grande? Which area of the river is in the best condition? How is the scarcity of the Rio Grande's water impacting downstream farmers and the prices of their goods?

2. What is the North American Free Trade Agreement (NAFTA)? How has NAFTA impacted U.S. and Mexican border towns? Give an example. How is the border-boom impacting the Rio Grande?

3. Using a U.S.-Mexico map, have students identify towns on the Rio Grande, like Laredo and Juarez, that are growing as a result of increasing economic opportunities. Group students and assign each group one of the border cities. Direct each group to the links below and other resources to prepare a presentation about how the city depends upon and impacts the Rio Grande. Pose the following questions to guide students' research:
   - Is the area of the Rio Grande near the city in jeopardy? If so, why?
   - If the Rio Grande is not preserved, what environmental, economic and social problems might local residents encounter in years to come?
   - What local initiatives are underway to protect the Rio Grande?

   After the presentations, ask students: Why do you think many experts believe that the U.S. and Mexico must work together to save the Rio Grande? Do you agree? Why or why not? How might this initiative be achieved in different regions of the Rio Grande? Discuss.

4. TEACHERS: For a lesson plan related to "The New Frontier" series, visit the following

CNNfyi.com site:
http://fyi.cnn.com/2001/fyi/lesson.plans/06/15/new.frontier/index.html

EXTENSION: Refer student groups to the last two links below and other resources to develop multimedia reports about endangered species of plants and animals found in the different regions of the Rio Grande. Have each group identify the species' habitat and ecosystem, why the species is in jeopardy, and what is being done to protect the species. After each presentation, have students consider how the species' ecosystem would be impacted if the species were to become extinct.

LINKS:
http://www.time.com/time/covers/1101010611/
http://www.rioweb.org/
http://www.amrivers.org/rivers/riogrande.htm
http://www.fguardians.org/riogrand.html
http://refuges.fws.gov/fish/Rio_Grande_Silvery_Minnow.html

EDITOR'S NOTE:
Rio Grande
Mexico
NAFTA
dam
irrigation
environmentalist
border town

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CNN NEWSROOM Guide

June 19, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:20...00:50

Top Story ... 05:10...06:00
-President Bush concludes his European trip.
-Presidents Bush and Putin hail their talks a success.

DAILY DESK ... 00:20...06:20

Health Desk ... 04:00...10:20
Sleep has become a precious, but scarce, commodity for many Americans.

ASK CNN ... 00:55...11:15
Who invented braces?

WORLDVIEW ... 00:25...11:40

Culture Watch ... 02:25...14:05
Japanese parents engage in a traditional practice for their children's health.

One World Habitat ... 03:40...17:45
Environmental activists are honored with the Goldman Prize.

Inside Asia ... 03:25...21:10
Though North Korea's food shortage situation has improved, the World Food Program warns against complacency.

Turner Website Information ... 00:40...21:50
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:25...22:15

Special Series ... 05:05...27:20
Teachers: Please preview this segment, as some of the images may not be appropriate for all students.
(Part 2) The illegal immigration of Mexicans into the U.S. continues to be a major problem.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S.-Russia Relations

1. Why did President George W. Bush visit Europe? Which countries did he visit? With which European leaders did he meet? Do you think Mr. Bush's European trip was successful? Discuss.

2. What was the purpose of the meeting between President Vladimir Putin and President Bush? Why was this meeting historically and politically significant? Why is Bush's comment that he finds Mr. Putin to be "trustworthy" politically significant? What is your opinion of Bush's assertion? Why is trust between world leaders important? Give an example. Do you think trust between Putin and Bush can be achieved? Why or why not? If so, how?

3. What concerns did Bush raise during this meeting? How do Bush's and Putin's views on the Anti-Ballistic Missile (ABM) Treaty differ? What kind of defense system is Bush proposing? How has Putin responded to Bush's proposal? Why do you think it would help Bush's case if Putin agreed to amend the ABM Treaty?

4. Instruct students to review the nature of U.S.-Russian relations from the Cold War to the present. Useful background information can be found at the last website below. Then refer students to the third Web site below to review the major international arms agreements that Russia has made over the past few decades. After students present their findings, ask: How do you think the proposed U.S. nuclear defense system would affect relations between Russia and the U.S. if it were enacted?

5. TEACHERS: For a lesson plan on Bush's trip to Europe, check out the following CNNfyi.com Web site:
http://fyi.cnn.com/2001/fyi/lesson.plans/06/12/europe.bush/

LINKS:
http://cnn.com/2001/WORLD/europe/06/16/bush.putin.02/index.html
http://www.cnn.com/SPECIALS/2001/bush.europe/index.html
http://cnn.com/interactive/world/0006/missile.defense/frameset.exclude.html
http://www.fas.org/spp/starwars/program/nmd/index.html
http://www.isn.ethz.ch/php/
http://www.state.gov/www/global/arms/treaties/abmpage.html
http://www.cnn.com/SPECIALS/cold.war/

EDITOR'S NOTE:
Vladimir Putin
George W. Bush
nuclear defense
Anti-Ballistic Missile Treaty
trustworthy
international relations

DAILY DESK

Health Desk: How to Sleep

1. Why is it important for people to get enough sleep? How many Americans struggle with insomnia every night? How many car accidents in the U.S. are caused by tired drivers? What causes insomnia? What can people do to address this problem? What are the benefits and drawbacks of behavioral, psychological, and pharmaceutical interventions?

2. How many hours of sleep do you need a night? How many hours do you actually get? Have you

ever suffered from sleep depravation? If so, why? How did it make you feel, physically and emotionally? How did being sleep deprived impact your life? Were you able to resolve your insomnia? If so, how?

3. In the video, we learn that there are other problems associated with sleep deprivation, such as increased stress, anxiety and depression. In addition, studies indicate that sleep deprivation is associated with headaches, high blood pressure, and other ailments. Direct students to the links below to learn more about the causes, physical and psychological effects, and treatments for sleep deprivation. After students share their findings, initiate a "Sleep Awareness Week" at your school, and have your class distribute information on sleep deprivation and tips for getting a good night's sleep.

4. TEACHERS: For mor information on this topic, check out the following Riverdeep.net site: http://www.riverdeep.net/teaching_the_news/news_2000/march/front.080300.slee p.jhtml

LINKS:
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/514140?op1=&st1=Sleep&op2=&st2=&op
http://parentingteens.about.com/library/weekly/aa070500a.htm
http://www.sleepnet.com/depriv.htm
http://www.sleepfoundation.org/

EDITOR'S NOTE:
sleep deprivation
immune system
anxiety
depression
insomnia
melatonin

WORLDVIEW

Culture Watch: Sumo Baby Crying

1. What is the setting for the contest seen in the video? What usually takes place in this setting? What is sumo wrestling? What role do the sumo wrestlers and the referee play in this tradition? Who is the "winner" in this baby contest? What is the significance of the baby's crying? For how long have Japanese parents followed this tradition?

2. Point out to your students that, although the sumo wrestlers in this story "shake and rattle" the babies, shaking babies can cause serious problems. Your students, especially those who babysit or have younger siblings, may be aware of shaken baby syndrome, a serious form of child abuse that results in permanent brain damage and possibly death, especially in children under one year of age. Have your students work in groups to learn more about shaken baby syndrome and its causes and consequences, and share their findings. Invite a professional childcare provider to talk to your students about strategies for dealing with small children when they babysit, including ways to maintain one's composure when babies cry for long periods of time.

LINKS:
http://news1.thdo.bbc.co.uk/hi/english/world/asia-pacific/newsid_83000/83728.stm
http://news.bbc.co.uk/hi/english/world/asia-pacific/newsid_489000/489114.stm
http://www.shakenbaby.com/
http://www.aap.org/policy/05126.html

One World Habitat: Goldman Prize

1. Who is Yosepha Alomang? What kind of environmental damage is she fighting? How have Indonesian authorities reacted to her fight in the past? What evidence supports the claim that her efforts may finally be paying off?

2. What is Bruno Van Peteghem's environmental cause? How has he suffered as a result of his dedication to the environment? What achievement resulted from the efforts of Myrsini Malakou and Giorgos Catsadorakis? Who are some of the other winners of this year's Goldman Prize, and what are their environmental accomplishments?

3. Inform students that the Goldman Environmental Prize is the world's largest prize program honoring grassroots environmentalists. Ask students what the term "grassroots" means. Discuss other areas in which students can be grassroots activists within their own communities. Although large-scale international efforts often make headlines, why are grassroots social, economic, and political efforts so important to a cause? Discuss.

LINKS:
http://ens.lycos.com/ens/apr2001/2001L-04-23-01.html
http://www.edf.org/
http://www.defenders.org/grnhome.html

Inside Asia: North Korea Food

1. What is helping North Korea's youngest citizens survive the country's famine? How has the food situation changed there since 1997? What fraction of the country's citizens rely on international food aid for their survival? What weather condition is aggravating the food shortage?

2. How are economic concerns causing problems for North Korea's farms? What are the projections for farm production this year in North Korea? Which country provides more than half of North Korea's cash and food relief? What do you think the saying "A hungry child knows no politics" means?

3. North Korea's food shortage is a result of a combination of political, economic and geographical factors. Have your students work in groups to research North Korea's food shortage and share their findings. Discuss how the government, economics and geography of the country have compromised North Korea's ability to feed its people.

LINKS:
http://lcweb2.loc.gov/frd/cs/kptoc.html
http://www.theodora.com/wfb/korea_north_government.html
http://faculty.acu.edu/~armstrongl/geography/sun2.htm
http://www.cnn.com/WORLD/asiapcf/9901/31/nkorea.famine/
http://www.wfp.org/

EDITOR'S NOTE:
Japan
sumo wrestling
Goldman Environmental Prize
grassroots
North Korea
World Food Program
famine

NEWS CHRONICLE

Special Series: (Part 2) The New Frontier

1. How many Mexican border crossers were captured in Arizona and deported during the last year? What personal risks do these Mexicans assume when they try to get smuggled into the U.S.? How many Mexicans have died trying to cross the border since 1998? What are some local U.S. residents doing to help these Mexicans? Do you think the U.S. government should allow its citizens to provide life-saving aid to border-crossing Mexicans? Why or why not?

2. What is the U.S. government doing to control illegal immigration and the smuggling problem? What is Operation Gatekeeper? Why do some people criticize America's immigration strategy? How has the U.S. border patrol responded to these criticisms?

3. Why do you think people choose to go into the business of immigrant smuggling? Why do you think so many Mexicans are willing to risk their lives to enter the U.S.? Inform students that, according to a recent study by the National Autonomous University of Mexico, "Migrant trafficking from Mexico to the U.S. is a $300-million-a-year business." Ask students what they think should be done to address this problem. Next, refer students to the links below to learn more about what the U.S. and Mexican governments are doing to stop immigrant smuggling. Then, group students and have each group devise a plan of action to stop the smuggling of Mexicans into the U.S. What should be the focus of action: Criminal prosecution for human smugglers, restrictive immigration laws, or pressure against the nations whose living conditions promote emigration? Discuss the effectiveness of each possible course of action.

4. Inform students that one of the crucial facets of the U.S.-Mexican border safety effort is raising prospective migrants' awareness about the dangers they may encounter while crossing the border. Then, have student groups draw upon their knowledge of border crossing issues and U.S. immigration policies to develop public service announcements (PSAs) that promote safe, legal, and humane immigration for Mexican migrants.

   TEACHERS: If your students are studying Spanish as a second language, have them translate their PSAs into Spanish.

5. TEACHERS: Visit the following CNNfyi.com Web site for additional discussion questions and activities related to illegal Mexican-U.S. border crossings:
   http://fyi.cnn.com/2001/fyi/lesson.plans/05/24/border.crossers.da/

   Also, for a lesson plan related to "The New Frontier" series, visit the following CNNfyi.com site:
   http://fyi.cnn.com/2001/fyi/lesson.plans/06/15/
   new.frontier/index.html

LINKS:
http://www.time.com/time/covers/1101010611/
http://www.cnn.com/SPECIALS/2001/immigration/
http://www.cnn.com/2001/WORLD/americas/06/07/mexico.us.border.ap/index.html
http://www.cnn.com/2001/WORLD/americas/06/15/mexico.immigration.reut/index.html
http://www.usdoj.gov/oig/gatekpr/gkp01.htm
http://www.ins.usdoj.gov/graphics/lawenfor/bpatrol/bsi.htm
http://www.state.gov/r/pa/prs/ps/2001/index.cfm?docid=2013

EDITOR'S NOTE:
Mexico
border crossers
Operation Gatekeeper
illegal immigration
smuggling

CNN NEWSROOM Guide

June 20, 2001

CNN NEWSROOM and the Daily Guide are here for you, all summer long! Keep your VCR set and archive programs and Guides for your use this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:20...00:50

Top Story ... 05:20...06:10
-A congressional hearing begins on the problems surrounding the Ford Explorer and Firestone tires.
-Some lawmakers say that Ford's tire recall could do more harm than good.

DAILY DESK ... 00:20...06:30

Business Desk ... 02:10...08:40
A new cookie captures the attention of the retail food market.

WORLDVIEW ... 00:30...09:10

Information Please ... 07:15...16:25
Iceland's contrasting weather and geography provide adventurous opportunities.

World of Science ... 02:50...19:15
The sun is a magnificent star.

NEWS CHRONICLE ... 00:35...19:50

Special Series ... 05:00...24:50
(Part 3) Economic development is changing the landscape of U.S.-Mexico border towns.

Juneteenth ... 02:35...27:25
Juneteenth is the oldest known celebration of the ending of slavery in the U.S.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Ford and Firestone

1. How many traffic deaths and injuries have been linked to Ford Explorers with Firestone tires? How

many tires did the Bridgestone/Firestone company recall last year? What is the purpose of the Bridgestone/Firestone-Ford Motor Company congressional hearings? What issue and directive did Representative Billy Tauzin raise during yesterday's hearing? Who is Jacques Nasser? Why do you think he opposes Tauzin's directive?

2. What is the role of the National Highway Safety Traffic Administration (NHSTA) in these hearings? Why are lawmakers debating whether to release the congressional report which indicates that Ford may be replacing Firestone Wilderness tires with tires that have an even higher failure rate? Do you think this report should be made public? Why or why not? Why do you think some lawmakers are saying that Ford's tire recall could do more harm than good?

3. What is the U.S. government's role in this case? In what other ways is the U.S. government involved in consumer protection? Have students generate a list of consumer protection categories, such as food, health, product safety and transportation. Direct groups of students to the last two websites below to learn about U.S. government agencies that are involved in consumer protection. Challenge students to identify examples of both company-initiated and government-initiated product recalls. Why was the product recalled? How did the recall impact the company and consumers? After groups share their findings, have students compare the legal and ethical implications of company-initiated and government-initiated recalls. What is the best way for a company to deal with a defective, unsafe product?

LINKS:
http://cnnfn.cnn.com/news/specials/firestone/
http://www.cnn.com/cnnfn/2001/06/19/recalls/ford_firestone/
http://cnnfn.cnn.com/2001/06/19/news/wires/ford_timeline_wg/
http://www.nhtsa.dot.gov/
http://www.ford.com/
http://www.bridgestone-firestone.com/

EDITOR'S NOTE:
Ford Motor Company
Bridgestone/Firestone, Inc.
National Highway Safety Traffic Administration
tire recall
congressional hearing
consumer protection

DAILY DESK

Business Desk: Kraft Chocolate Oreo

1. What company makes the Oreo cookie? With what large food company has Nabisco been combined? What new product has Nabisco recently introduced? According to the video, how does extending a popular brand impact shelf space in grocery stores?

2. What is an IPO? What company owns Nabisco and Kraft? Why does Philip Morris want to spin off these food companies? Do you think the introduction of a new product has any effect on a spin-off effort? Explain.

3. In the video, we hear how retailers are making room for the new Oreo on their store shelves. Ask students to visit local grocery stores to learn how positioning plays a role in the marketing of a new product. Ask students to locate at least one new product in the store, and find out how it is being marketed to the consumer who is there to purchase groceries. Does the product have its own display? How is it positioned relative to other brands on the store's shelves? Is it positioned on an "end cap" or other highly visible place? Are there incentives designed to promote sales of the product, such as samples or bonus goods? Have each student share his/her findings. Discuss how

the extension of a popular brand impacts that brand's rivals and promotes competition in the marketplace.

LINKS:
http://www.nabisco.com/
http://www.kraftinternational.com/
http://www.investorwords.com/
http://home.cnet.com/investor/news/newsitem/0-9900-1028-6260780-0.html?tag=ipns

EDITOR'S NOTE:
initial public offering
shelf space
supermarket wars
innovation
spinning off
stock

WORLDVIEW

Information Please: Iceland Arctic Adventure

1. Why do Icelanders claim that their island is unfairly named? What kind of scenery can one find in the southeastern portion of the country? What geographic feature dominates 10 percent of Iceland's entire land surface?

2. What climate variations can be experienced in Iceland? Describe the sights and sounds one experiences while traveling past the icebergs. How does the glacier provide a wealth of high-adrenaline activities? Why does the reporter feel "incredibly small and insignificant" on the glacier?

3. Based on what you have seen in the video, when do you think is the best time of the year to visit Iceland? Why? What would you pack if you were embarking on a two week tour of the entire country?

4. Point out Iceland's location on a world map. Inform students that about 80% of Iceland's land is lava desert, glaciers, or lakes; the only arable areas are on the coast. Iceland is generally divided into seven geological/physical/scenic regions: the Southwest (including Reykjavik), the West, the West Fjords, the North, the East, the South (including the Westman Islands), and the Interior. Divide the class into seven groups, and have each choose one of these regions to research. Challenge each group to use its information to create a geophysical map of its region, either as a three-dimensional model or a Web page.

5. This story is about Iceland's striking sights, but the unseen is also at work to shape the island's geographic features. What are tectonic plates, and how does their movement impact land masses? Have students conduct research to learn more about tectonic plate activity beneath this region, and share their findings. What tectonic ridge does Iceland straddle? What are the effects of Iceland's position on this ridge?

LINKS:
http://tlc.ai.org/iceland.htm#CLIM
http://www.vedur.is/english/index_eng.html?
http://www.vefur.is/iceland/
http://www.excite.com/travel/countries/iceland/?page=factsheet
http://www.excite.com/travel/countries/iceland/?page=overview
http://www.axionspatial.com/~atlas/countries/109_geo.html

World of Science: Sun Shots

1. What is the distance between the sun and the Earth? What do the photos taken by the TRACE satellite reveal about the sun? What is an astrophysicist? Why does air pollution enhance a sunset? Why do sunsets emit a green flash? Why is the sun considered a star? When is the sun expected to die? How do you think the sun's death will impact Earth?

2. Share the following quote from the Stanford SOLAR Center: "For centuries, humans have attempted to explain the sun in terms of their own world views. The sun can be a god, a demon, a mischievous spirit, an omnipotent creator or a ruthless taker of life." Next, direct groups of students to the third link below to research different cultures' solar myths, legends and tales. Have each group prepare a multimedia presentation about the role of the sun in a different culture. What are the similarities and differences of the sun's role in these cultures? Why do these similarities and differences exist?

LINKS:
http://astrobulletin.amnh.org/C/2/
http://www.cnn.com/2000/TRAVEL/DESTINATIONS/09/21/hamann.sidebar.4/index.html
http://vestige.lmsal.com/TRACE/
http://solar-center.stanford.edu/folklore/folklore.html
http://solar-center.stanford.edu/resources.html

EDITOR'S NOTE:
Iceland
glacier
terrain
TRACE satellite
the sun
astrophysicist

NEWS CHRONICLE

Special Series: (Part 3) The New Frontier

1. What river separates Piedras Negras, Mexico and Eagle Pass, Texas? What are the similarities and differences between these two towns? In what way are these two cities interdependent? Who is Luciano Valdes? Why does he work in the U.S.?

2. What is the North American Free Trade Agreement (NAFTA)? How has NAFTA impacted the businesses in Piedras Negras and Eagle Pass? Point out that low-skill manufacturing jobs on both sides of the border have disappeared since the inception of NAFTA. Why do you think this is so? How has NAFTA affected the balance of power between these two towns? How is Eagle Pass responding to the changing economic dynamics?

3. Use this segment as an opportunity to have your students learn more about NAFTA, an agreement to establish a North American free trade zone. Point out that not everyone supported it when it was brought before Congress. Divide your class into groups, and have each examine the benefits and drawbacks of NAFTA for the U.S. and Mexico. Have each group prepare a chart or visual organizer to present this information. After the presentations, poll students to see whether they think the benefits of NAFTA have outweighed any downsides, or vice versa.

4. How are the changes taking place in Piedras Negras and Eagle Pass a microcosm of what is happing along the entire border? Using a U.S.-Mexico map, have students identify major sister border towns, like El Paso, Texas and Juarez, Mexico. Group students and have each group prepare a presentation about the history of the sister cities, and how changing economic dynamics are

impacting the cities' economies and cultures. Instruct students to identify industries that have been lost and created. After the presentations, have students compare and contrast their findings. Then ask: What are the pros and cons of each city's changing landscape? What challenges do the economic changes pose for local governments and the cities' residents? Discuss.

LINKS:
http://www.time.com/time/covers/1101010611/cnncities.html
http://www-tech.mit.edu/Bulletins/nafta.html
http://ffas.usda.gov/info/factsheets/nafta.html
http://lanic.utexas.edu/la/Mexico/nafta/index.html

Juneteenth

1. What event does "Juneteenth" commemorate? What is the origin of this celebration? Why did it take more than two and a half years for Texas slaves to find out that slavery had ended?

2. Discuss the meaning of the following quote from the video: "The lesson for June 19th can be captured in one simple, yet powerful word...freedom." Then ask: What does "being free" mean to you? Challenge students to identify examples of how people have fought for personal freedom in the U.S. and other parts of the world. What sacrifices and gains were made as a result of these struggles? Do you benefit from these hard-won freedoms? Discuss.

3. Refer students to their texts and the links below to learn about the history of slavery in the U.S., including the role and contribution of slaves in the evolution of America. Have students create a timeline of their findings and discuss. Then ask: Do you think it is important for all U.S. states to recognize Juneteenth as a holiday? Why or why not?

4. Direct students to the second link below to learn about the history of Juneteenth, and how this celebration has evolved over the years. To what extent did political, economic and cultural forces shape the focus of Juneteenth celebrations during different eras? After students share their findings, point out that, according to Juneteenth.com, the holiday is now "a time for assessment, self-improvement and for planning the future...to truthfully acknowledge a period in our history that shaped and continues to influence our society." Have student groups draw upon their research to plan a Juneteenth celebration at their school. What political and cultural forces will influence the focus of this celebration? As part of the celebration, students can create music, speeches, dances, and community awareness displays.

LINKS:
http://www.juneteenth.com/
http://www.juneteenth.com/history.htm
http://www.nps.gov/ncro/anti/emancipation.html
http://www.pbs.org/aajourney/
http://www.tulane.edu/~amistad

EDITOR'S NOTE:
economic development
U.S.-Mexico border towns
NAFTA
industries
Juneteenth
Emancipation Proclamation
slavery
holiday

External websites are not endorsed by Turner Learning.

CNN NEWSROOM Guide

June 21, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:25...00:55

Top Story ... 02:25...03:20
A Patients' Bill of Rights takes center stage in the U.S. Senate.

At Issue: Human Cloning ... 02:20...05:40
U.S. lawmakers begin hearings on whether to ban human cloning.

Ask CNN ... 01:15...06:55
What are the benefits of cloning?

DAILY DESK ... 00:20...07:15

Science Desk ... 02:40...09:55
Researchers are developing a whistle-based language to communicate with dolphins.

Science Desk Extra: Lightning ... 02:40...12:35
Lightning strikes are a major public concern.

WORLDVIEW ... 00:20...12:55

Culture Watch ... 09:40...22:35
Harlem is undergoing its second "renaissance."

Turner Website Information ... 00:45...23:20
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:20...23:40

Special Series ... 03:50...27:30
(Part 4) Water problems plague booming U.S.-Mexico border cities.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Patients' Bill of Rights

1. What would be the purpose of a Patients' Bill of Rights? What is the status of this bill? Why is this bill controversial? What is President George W. Bush's position on the bill? How do the majority of Americans feel about a Patients' Bill of Rights?

2. Remind students that the passage of a Patients' Bill of Rights is a top concern for many Americans. Why do you think the majority of Americans have more confidence in Democrats on this issue than the president? In your opinion, what would be the political repercussions if Bush were to veto the bill?

3. Refer groups of students to the links below to learn more about the differences between the Democrats' and Republicans' versions of the Patients' Bill of Rights. Have students create charts of their findings and discuss. Then point out that, according to analysts, "The most serious differences between the bills surround the recourse patients have if they are denied coverage by their HMO and are harmed by delays in treatment." If necessary, have students conduct additional research on this issue. Ask: Why is this issue important? How would this issue impact American citizens and HMOs? Do you think limits should be set on punitive damages and damages for pain and suffering? Why or why not? Following the discussion, poll your students to find out which bill they would support and why.

LINKS:
http://cnn.com/2001/ALLPOLITICS/06/17/patient.bill.of.rights/index.html
http://www.whitehouse.gov/news/releases/20010207-2.html
http://www.senate.gov/~dpc/patients_rights/index.html
http://www.senate.gov/

At Issue: Human Cloning

1. What is the legal status of human cloning in the U.S.? What cloning-related issue is being deliberated on Capitol Hill? What two groups are trying to clone humans? Why do you think these groups want to clone humans despite the concerns expressed by scientists, bioethicists, and the general public?

2. Refer students to online resources, including the links below, to learn more about the history of cloning. Have students consider the following questions as they conduct their research:
   1. How long has cloning been a reality?
   2. What types of animals have been cloned?
   3. What problems are associated with cloned animals?
   4. What problems are associated with human cloning?
   5. What are the ethical issues associated with cloning humans?

   After students present their findings, point out that a U.S. House subcommittee is considering two bills that would restrict cloning. One bill would ban all forms of human cloning, while the other would restrict cloning intended to create a pregnancy, but would allow some research. Have students assume the role of a legislator and draw upon their research to write press statements that outline their positions on each bill. Have students share their statements and discuss.

3. For lesson plans on human cloning, check out the following HighWired.com and CNNfyi.com sites:
   http://www.highwired.com/Classroom/Project/0,2069,23713-68156,00.html

   http://fyi.cnn.com/2001/fyi/lesson.plans/03/28/human.cloning/index.html.

LINKS:
http://cnn.com/2001/HEALTH/06/20/cloning.hearing/index.html
http://www.humancloning.org/benefits.htm
http://www.ri.bbsrc.ac.uk/library/research/cloning/
http://grants.nih.gov/grants/policy/cloning_directive.htm

EDITOR'S NOTE:
Patients' Bill of Rights
veto
HMO
human cloning
Capitol Hill
Raelians
Zavos
ban

DAILY DESK

Science Desk: Dolphin-Human Communication

1. Who is Ken Marten? What research are Marten and his team conducting? Where is their research lab located? What is the primary goal of their research? Why has Marten compared himself to Dr. Dolittle?

2. How do Marten and his team communicate with the dolphins? What is the purpose of the puppet dolphin? Why do you think the puppet is called the "teacher's pet"? Why do you think this training method has been successful? What methods have researchers developed to determine that the dolphins are able to communicate?

3. Have students conduct further research on bottlenose dolphins. They may want to identify physical characteristics, behavior, diet and communication. Generate a class discussion on the following questions: Why do you think dolphins are often used for performances? What other types of animals would make good performance animals?

4. Have students brainstorm a list of animals that could be taught to communicate with humans. Pair students. Have each pair select one of the animals from the list. Instruct students to research the techniques and challenges associated with teaching the animals to communicate with humans. Ask: Do you think both humans and animals would benefit from learning how to communicate with each other? Do you think Ken Marten's research poses ethical issues? Discuss.

   EXTENSION: Inform students that Ken Marten is an "animal behaviorist." Animal behaviorists are scientists that consider all of the possible influences on animal behavior, such as heredity, physiology, environment, food and climate. Invite an animal behaviorist to speak with the class. Ask the speaker to talk about his/her field, including degrees needed, working conditions, and employment opportunities.

LINKS:
http://fyi.cnn.com/2001/fyi/news/04/04/dolphins/
http://www.seaworld.org/bottlenose_dolphin/bottlenose_dolphins.html
http://www.discovery.com/stories/nature/dolphins/dolphins.html
http://www.tmmc.org/dolphins.htm

Science Desk Extra: Lightning

1. On average, how many people are killed by lightning each year? What type of damage has lightning caused in the U.S. during the last few weeks? How many lightning bolts hit the U.S. each year? What U.S. state leads the nation in lightning strikes?

2. When was Tony Scott hit by lightning? What types of injuries did he sustain? What should people do to protect themselves from lightning strikes?

3. Refer students to the links below to learn about the science of lightning. Pose the following questions to guide students' research:
   - What is lightning?
   - How is it formed?
   - What were the circumstances of Benjamin Franklin's lightning experiments in 1752? What methods did he use?
   - What new dangers do lightning strikes present in the technological age?
   - What new research is being conducted to learn about lightning?

   After students present their findings, have them compare new lightning research methods to Benjamin Franklin's historic experiments. How are they similar and different? Lead a class discussion on how the information gained from these experiments, old and new, has been used to improve safety in the event of a lightning strike.

4. TEACHERS: For a lesson plan on this topic, visit the following CNNfyi.com Web site: http://fyi.cnn.com/2001/fyi/lesson.plans/06/18/lightning/index.html

LINKS:
http://www.lightningsafety.noaa.gov/index.htm
http://www.fema.gov/library/thunderf.htm
http://sln.fi.edu/weather/lightning/lightning.html

EDITOR'S NOTE:
dolphins
whistle-based language
animal behaviorist
communication
lightning

WORLDVIEW

Culture Watch: Harlem Renaissance

1. Where is Harlem located? Why, according to Rev. Calvin Butts, do Harlem's residents now "have hope for the future"? How was Harlem regarded by many in the past? What evidence is there that Harlem is now experiencing an economic rebirth? Why do many international tourists make Harlem a stop on their tours? In spite of its international popularity, why does Harlem still suffer from an image problem?

2. Who is Terry Lane? What is the mission of the Upper Manhattan Empowerment Zone? How does Lane "make deals happen"? Terry Lane calls Harlem "the new frontier, the new emerging market for America." What do you think this means?

3. What aspects of Harlem's culture are drawing crowds again? What was the Harlem Renaissance? What entertainment hot spots are currently popular in Harlem? According to Alvin Reid, why are many new musicians taking less money to play in Harlem? What is Harlem's main performing arts center? How does the Aaron Davis Hall offer children and their parents a sense of pride in their community?

4. What has been the "constant" in Harlem, in good times and bad? How has religion worked closely with the community in both practical and spiritual ways? What issues does Harlem's black community have to deal with today? How are community groups addressing the issue of escalating rents?

5. In the video, we hear this latest regeneration of Harlem referred to as the second Harlem

Renaissance. Point out that historians place the first Harlem Renaissance from about 1919 to 1937. It was a literary, musical, and artistic explosion that was born in Harlem. Challenge your students to investigate the Harlem Renaissance by conducting research. Have each student choose one of the great artists, writers or musicians who was part of the Harlem Renaissance (such as Billie Holiday, Josephine Baker, and Langston Hughes), profile that talent, and offer a presentation of his/her work.

6. Pat Cruz, Executive Director of the Aaron Davis Hall, speaks of Harlem's culture as one that "isn't monolithic." What does this mean? Working in groups, have your students research the many cultures that give Harlem its character. Share group findings in class discussion. Does your community have multicultural influences? If so, discuss the cultural influences that give your community its character. Have the class create a "cultural events" bulletin board, and post notices of festivals, performances, and observances there each week.

LINKS:
http://www.hometoharlem.com/harlem/hthcult.nsf/harlem/harlemhistory
http://www.uta.edu/english/V/students/collab13/joyce.html
http://www.uta.edu/english/V/students/collab13/kenitha.html
http://www.hcci.org/
http://library.thinkquest.org/26656/

EDITOR'S NOTE:
Harlem
renaissance
economic rebirth
regeneration
multicultural
Upper Manhattan Empowerment Zone

NEWS CHRONICLE

Special Series: Part 4: The New Frontier

1. What river separates the U.S. and Mexico? What factors are threatening this river? What is an aquifer? What societal, economic and consumer trends are depleting the fresh water supplies along the U.S.-Mexico border?

2. What are the main sources of water for the sister cities of El Paso, Texas and Juarez, Mexico? What is the status of the fresh water supply for these cities? How might the health of El Paso's and Juarez's economy and citizens be affected if the cities' water supplies become depleted or contaminated? What are El Paso and Juarez doing to resolve their water problems?

3. To what extent do you think El Paso and Juarez need to work together to resolve their water problems? What challenges and obstacles might these cities encounter during this process? Point out to students that water shortages have been a major source of controversy and conflict between bordering nations in the Middle East, such as Syria and Jordan, and Palestine and Israel. Help groups of students to prepare presentations about the water problems facing different bordering nations in the Middle East. Have students identify the nations' attempts to resolve these problems, and why water issues have at times incited conflict, rather than cooperation. After the presentations, have students compare and contrast the water problems facing El Paso and Juarez to those in the Middle East. Have students consider how El Paso and Juarez might benefit from the way Middle East nations have dealt with their water problems.

4. How is the city of El Paso planning to address its water supply problems? What is a "desalination plant"? Remind students that El Paso is thinking about opening several desalination plants. To help students understand how salt water can be converted into drinking water, and the environmental

impact of this process, have them create a model for a desalination plant. Divide your class into small groups and have each group:

1. Pour four cups of water into a large cooking pan.
2. Pour salt into the pan until the water becomes cloudy. (This water is now many times saltier than normal ocean water, but similar to the water in a bay or stagnant area.)
3. Place the pan on a hot plate, but do not begin heating the water.
4. Using lab apparati, suspend a wooden cutting board over the pan about one foot above the water level. (The board should be suspended at an angle so that one corner dips diagonally downward.)
5. Heat the pan until the water in the pan starts to boil.
6. Hold a glass beaker or cup under the lower corner of the cutting board so that it catches the drops of condensed steam.
7. Continue to boil the water until there is about one quarter of an inch of water left in the pan.
8. Turn off the hot plate.
9. Use two thermometers to measure the temperatures of the water in the pan and the water in the beaker every thirty seconds for five minutes. Note the changes in a table.
10. Observe the water in the pan and in the beaker for clarity and color.
11. Wait another five minutes to make sure the water has cooled, and then, using a clean dropper, place a few drops of water from the beaker into small paper cups, one per group member.

Have students taste the water in their cups and share their observations. Then ask: What inferences can be made about the saltiness of the pan and beaker water, and the clarity and color of these waters? What are the potential environmental benefits and drawbacks of desalination plants? Do you think using desalination plants will solve El Paso's and Juarez's drinking water problem? Discuss.

5. TEACHERS: For a lesson plan related to "The New Frontier" series, visit the following CNNfyi.com site:
http://fyi.cnn.com/2001/fyi/lesson.plans/06/15/new.frontier/index.html

EXTENSION: Discuss the different ways that people depend on water every day. How would your community be affected if its fresh water were to become depleted or contaminated? Help students identify the sources of their local fresh water, including rivers, streams and lakes. Then, if possible, have students visit these sites to determine if these waters are being polluted. If so, direct students to locate the sources of the pollution. Have students also identify how the surrounding ecosystems might be affected if these water supplies were destroyed. Besides the biological problems, what possible economic, social, and health consequences could follow? After the discussion, challenge groups of students to identify ways to stop the pollution.

LINKS:
http://www.time.com/time/covers/1101010611/
http://www.rioweb.org/
http://www.amrivers.org/rivers/riogrande.htm
http://www.fguardians.org/riogrand.html
http://www.overpopulation.org/

EDITOR'S NOTE:
water supply
aquifer
desalination plant
Juarez, Mexico
El Paso, Texas
irrigation
Rio Grande

CNN NEWSROOM Guide

June 22, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:30...01:00

Top Story ... 02:45...03:45
CNN's Hena Cuevas looks at the economic and political impact of California's energy crisis.

DAILY DESK ... 00:30...04:15

Editor's Desk ... 02:20...06:35
Microsoft and Nintendo prepare to do battle against Sony's PlayStation Two.

WORLDVIEW ... 00:30...07:05

Culture Watch ... 02:35...09:40
Crowds gather at Stonehenge to celebrate the summer solstice.

Ask CNN ... 01:10...10:50
What is the moon made of?

Taking Care of Business ... 05:20...16:10
A group of entrepreneurs has disgruntled employees singing the blues.

One World Habitat ... 03:10...19:20
Hong Kong's construction workers use bamboo scaffolding.

NEWS CHRONICLE ... 00:25...19:45

Special Series ... 04:25...24:10
(Part 5) International commuters cross the Mexican border for an education in the U.S.

Turner Website Information ... 00:45...24:55
Information on the CNN NEWSROOM Daily Classroom Guide

Carhenge ... 02:35...27:30
Tourists flock to Nebraska to see Carhenge.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Energy Crisis

1. Have students share what they know about the history and status of California's energy problems. How is the state's energy crisis affecting local residents and business owners? How much money has California's government paid to cover energy expenses? Where did the state get this money?

2. Why do you think politicians are being blamed for the state's energy crisis? Who is Gray Davis? What is Governor Davis doing to improve his state's energy situation? Do you think the governor's political career will be affected if California's power problems continue? Why or why not? If so, how?

3. TEACHERS: Here are three lesson plans related to California's energy crisis from CNNfyi.com: http://www.cnn.com/2001/fyi/lesson.plans/01/24/california.power/

   http://www.cnn.com/2001/fyi/lesson.plans/01/04/power.crisis/index.html

   http://fyi.cnn.com/2001/fyi/lesson.plans/03/20/power.woes/index.html.

LINKS:
http://www.cnn.com/SPECIALS/2001/power.crisis/
http://www.cnn.com/2001/ALLPOLITICS/06/20/utilities.california.congress.reut/index.html
http://www.cpuc.ca.gov/

EDITOR'S NOTE:
California
energy crisis
Governor Gray Davis
politics

DAILY DESK

Editor's Desk: Video Games

1. Who are the video game manufacturers that are "doing battle" for consumers? What are they offering to cater to different audiences? Whose strategy do you think is the best, and why?

2. Do you play video games? Why or why not? If so, do you own a product from one of the manufacturers featured in the story? If so, what made you choose that particular product? What do you think fans of these games are looking for in updated versions?

3. Have sudents conduct research to learn about the history of video games. Ask them to describe how the games have changed over the years. After students complete their research, have them write essays answering the following question: In what ways do the products' changes reflect shifts in society?

LINKS:
http://www.cnn.com/2001/TECH/ptech/06/18/x.box.msft.idg/index.html
http://www.sony.com/
http://www.nintendo.com/index.jsp

EDITOR'S NOTE:
graphics
hard drive

Internet ready
modem
DVD player

WORLDVIEW

Culture Watch: Stonehenge Summer Solstice

1. What is Stonehenge? Where is it located? What event did people recently celebrate at Stonehenge? How many people attended this event? Why was an "exclusion zone" set up around Stonehenge in the 1980s?

2. Why is Stonehenge considered one of the Earth's mysteries? Who are the Druids? What is the summer solstice? Why do you think people chose to celebrate the summer solstice at Stonehenge?

3. Historians estimate that the original Stonehenge, found in England, was built in three phases. The initial building probably began around 1900 B.C. It wasn't until the year 1740, however, that Dr. William Stukeley was the first to suggest that the stones were astronomically aligned. Help your students to research more facts about Stonehenge. Have students share their findings in a class discussion.

4. Divide your class into small groups. Challenge each group to research and prepare a presentation about another mysterious place like Stonehenge. After students share their information, ask: Why do these "mysteries of history" fascinate us?

5. TEACHERS: Visit the following CNNfyi.com Web sites for an online article and lesson plan related to this topic:
http://fyi.cnn.com/2001/fyi/news/06/21/summer.solstice/index.html

http://fyi.cnn.com/2001/fyi/lesson.plans/06/21/summer.solstice/index.html

LINKS:
http://www.cnn.com/2000/WORLD/europe/06/21/stonehenge.druids/
http://www.activemind.com/Mysterious/Topics/Stonehenge/index.html
http://www.britannia.com/wonder/earth/thehenge.html
http://www.mysteriousplaces.com/stonehenge/index.html
http://www.mysteriousplaces.com/

Taking Care of Business: Face The Music

1. What is the Face the Music program? Who founded the program? How was the idea for Face the Music conceived? How do employees benefit from the program? Why is the Face the Music program considered an entrepreneurial venture?

2. Refer students to the websites below to learn more about the history of the blues. What is the blues? What is distinct about blues music? What separates it from other forms of music? In what ways has the blues influenced other music forms, such as rock, jazz and rap? While the blues is considered a music form conceived by African Americans, why do you think that it is so well loved by people throughout the world? Does the message of the music transcend race?

3. Remind students that the Face the Music program gives people "the opportunity to express themselves and to express frustrations that any business or corporation is going to go through." Are there similarities between the problems that employees experience on the job and that students experience in school? Explain. Could the Face the Music program model be useful to students? To find out, expose your students to blues music. Let them critique songs from various blues artists,

such as Muddy Waters, B.B. King, and Etta James. Next, group students, and challenge groups to compose blues songs that express their school blues. Have students perform their songs. Then, as a class, make a list of the problems that students identified in their songs, and strategize ways to solve these problems.

LINKS:
http://www.facethemusicblues.com/
http://blueslyrics.tripod.com/
http://www.deltabluesmuseum.org/
http://www.muddywaters.com/home.html
http://www.hub.org/bluesnet/readings/bessie.html

One World Habitat: Hong Kong Bamboo Scaffolding

1. Have you ever seen scaffolding at a construction site? Of what materials is scaffolding usually made? Why? How do these types of scaffolding compare to bamboo scaffolding? Why is bamboo scaffolding more popular than metal scaffolding in Hong Kong? Would you be willing to work on bamboo scaffolding? Why or why not?

2. Making bamboo scaffolding is an example of an ancient skill that has been passed down from generation to generation. Can you think of other ancient skills or trades that continue to be passed down? Have these skills or trades been affected by modernization or industrialization? Explain. Why do you think these skills, versus others, continue to survive?

LINKS:
http://www.cnn.com/WORLD/9710/20/hong.kong.spiderman/index.html
http://www.enr.com/bizlabor/2000/10/15/-----/0809-0251-EXP-Bamboo-Scaf..asp
http://www.encyclopedia.com/articles/01070.html

EDITOR'S NOTE:
Stonehenge
summer solstice
entrepreneurs
blues music
bamboo
scaffolding
Hong Kong

NEWS CHRONICLE

Special Series: Part 5: The New Frontier

1. Who is Consuelo Monarrez? In what way is her educational experience similar to yours? How is it different? Of what country is Consuelo a citizen? Why does she live in Mexico? Why do Consuelo and others who are not U.S. citizens pursue their high school education in the U.S.? How do school officials react to these students?

2. Why are some El Paso taxpayers upset that the Mexican students are receiving an education in the U.S.? How does the Immigration and Naturalization Service respond to their concerns?

3. In what two communities does Consuelo feel "equally at home"? How does she feel about her "two lives"? Where in her class did Consuelo graduate? What are her plans for the future?

4. What do your students think about the border crossing students? Should they be allowed to pursue an education in the U.S.? Why or why not? How is Consuelo's situation (citizenship) different from that of her boyfriend? Should this entitle her to a U.S. education? Do students agree or disagree

with the INS official in the video, who says that both Mexico and the U.S. benefit by educating these young people? Discuss.

5. TEACHERS: For a lesson plan related to "The New Frontier" series, visit the following CNNfyi.com site:
http://fyi.cnn.com/2001/fyi/lesson.plans/06/15/new.frontier/index.html

LINKS:
http://www.time.com/time/covers/1101010611/
http://www.time.com/time/covers/1101010611/cnneducation.html
http://www.pbs.org/newshour/bb/education/july-dec97/immigration_12-18.html

Carhenge

1. What is Carhenge? Where is it located? Who built this monument? Why was it built? What is your opinion of Carhenge?

2. Like Stonehenge, the Tower of Pisa, and the Parthenon, Carhenge is a man-made monument. Challenge students to brainstorm other man-made monuments that exist around the world. Have students prepare oral reports about the history and cultural significance of these monuments. After the presentations, ask: Why do you think many of these monuments are popular tourist attractions? How have these monuments impacted the communities in which they are located? What industries and businesses have developed as a result of the monuments? Discuss.

LINKS:
http://www.carhenge.com/
http://www.worldmonuments.org/html/main.htm

EDITOR'S NOTE:
Texas
Mexico
border crossing
immigration papers
taxpayers
Carhenge
monument
Nebraska

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CNN NEWSROOM Guide

June 25, 2001

---------- PROGRAM RUNDOWN ----------

STORY ... SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:50...01:20

Top Story ... 01:20...02:40
Reactions to the possible extradition of Slobodan Milosevic are mixed.

Top Story ... 02:10...04:50
-Albanian voters head to the polls.
-Violence resumes in Macedonia.

In the Headlines ... 03:00...07:50
The General Assembly prepares to open its first special session on AIDS.

DAILY DESK ... 00:30...08:20

Environment Desk ... 03:00...11:20
Florida's government plans new measures to protect its endangered manatees.

WORLDVIEW ... 00:20...11:40

Culture Watch ... 10:50...22:30
Teachers: This story contains accounts that some students may find disturbing. Please preview.
Sudan's "lost boys" experience a new way of life in the U.S.

NEWS CHRONICLE ... 00:30...23:00

Standardized Test Cheating ... 04:10...27:10
Standardized test pressure pushes some schools to dishonesty.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Extradition Near?

1. What was the objective of the decree passed by Yugoslavia's cabinet this weekend? Who is Slobodan Milosevic? Why and by whom was Milosevic indicted in 1999? Where is Milosevic now?

2. How are supporters of Slobodan Milosevic reacting to the Yugoslav government's decree? In general, how do the people of Yugoslavia feel about the possible extradition of Milosevic? Even though he is imprisoned, how is Milosevic still "polarizing" Yugoslavian society? Explain how the decision to extradite Milosevic could have economic benefits for the people of Yugoslavia.

3. Why is the international community interested in putting Slobodan Milosevic on trial? Have students work in groups to learn more about the charges against Milosevic (the last website below provides a copy of the indictment) and the tribunal charged with pursuing justice in this case. Have groups share their findings. Review the meaning of the term "extradition," and why this is a necessary step in bringing those accused of war crimes to justice. Why can't someone accused of war crimes be forcibly taken from his/her country to stand trial? Why is it important that the principle of sovereignty not be violated, even in the pursuit of justice? Discuss.

LINKS:
http://www.cnn.com/2001/WORLD/europe/06/23/milosevic.decree/index.html
http://www.un.org/icty/
http://www.un.org/icty/glance/milosevic.htm

Top Story: Albania Elections/Macedonia Violence

1. For what offices did Albanian voters cast their ballots this weekend? How many seats are there in Albania's parliament? Which candidate is claiming victory in the race for prime minister? Which party does she represent? For how long has the Socialist Party ruled Albania?

2. Where is the nation of Macedonia? Who is involved in violence there? Who brokered the truce between the government and ethnic Albanian rebels? What were diplomats hoping would result from this truce? What has happened with previous attempts at a compromise between the two sides?

3. When war broke out in Bosnia a decade ago, many observers argued that the tensions there could spread throughout the Balkan region. The same sentiment was echoed after the conflict in Kosovo. Can Macedonia avoid the kind of violence that has plagued Bosnia and Kosovo? Have students work in groups to research recent conflicts in the Balkans and the current tensions in Macedonia. In class discussion, compare the past and present and speculate as to future prospects for peace in Macedonia.

LINKS:
http://www.cnn.com/2001/WORLD/europe/06/24/macedonia/index.html
http://www.cnn.com/SPECIALS/2001/macedonia/

In the Headlines: U.N. AIDS Conference

1. Why are many AIDS activists converging on New York City? What kind of meeting is the United Nations about to conduct there? Why do the activists want the rich nations to cancel the debt of poor nations? What role do you think money could play in treating those with HIV?

2. According to the video, how many people have died of AIDS since the 1980s? Approximately how many people now have the virus that causes this disease? Which continent has been hardest hit by AIDS? Why do activists believe that this should concern people in every country? What does U.N. Secretary General Kofi Annan want member countries to do to stop AIDS? Do you think the fund is likely to materialize? Why or why not?

3. Direct students to their dictionaries to find a definition for the word "pandemic." Discuss the meaning of this term. Why do students think experts are referring to AIDS as a pandemic, as opposed to an epidemic? Direct groups of students to research the worldwide social, economic, and political impact of HIV and AIDS. Point out that the Joint U.N. Programme on HIV/AIDS has as

its slogan: "Global Crisis - Global Action." What evidence supports the claim that AIDS is a global crisis? What global actions would students like to see in an attempt to solve this problem?

4. Challenge your students to learn more about the origins of HIV. Direct them to "Supercomputer sleuth: Tracking the 'Eve Virus'" at this Riverdeep.net site: http://www.riverdeep.net/teaching_the_news/news_2000/feb/front.090200.aids.jhtml.

LINKS:
http://www.unaids.org/
http://www.iaen.org/
http://www.cnn.com/2001/HEALTH/06/24/un.aids.conference/index.html
http://www.cnn.com/SPECIALS/2001/aids/

EDITOR'S NOTE:
Slobodan Milosevic
extradition
The Hague
Albania
Macedonia
AIDS
HIV
pandemic

DAILY DESK

Environment Desk: Manatee Protection

1. Who is Maya Dougherty? What organization does she work for? According to Dr. Dougherty, what evidence suggests that manatees are still an endangered species? What natural and human forces threaten the manatee's existance?

2. Why is the U.S. federal government planning to designate 16 manatee refuges and sanctuaries? Why is this a contentious issue? How do boating and fishing organizations feel about providing further protection for manatees? How might the new refuges and sanctuaries impact boaters and fishermen?

3. According to the recent ariel survey, how large is the current manatee population? How much has the manatee population increased since the previous aerial survey? Refer students to the links below to learn more about manatees and the Endangered Species Act of 1973. Instruct students to identify the criteria used to designate a species as endangered or threarened. Then, as a class, discuss whether or not students think the manatee should still be considered an endangeed species.

4. For additional information and activities related to manatees, check out the following two Riverdeep.net sites:
http://www.riverdeep.net/teaching_the_news/news_2001/march/030201_manatee.jh tml

http://www.riverdeep.net/teaching_the_news/news_2000/june/front.200600.manat ee.jhtml.

5. For a related CNNfyi.com story on protecting manatees, please go to: http://linus/2001/fyi/news/06/22/manatee.protection/.

EXTENSION: Challenge students to identify other examples of how the encronchment of man has impacted indeginous species. Then ask: Are any animals in your area in danger? Ask a town

representative to talk to your class about local areas and indigionous animals that are affected by human population growth. Have students brainstorm ways in which they can help to solve these problems. Ask a student to write the ideas into a letter from the class to send to the appropriate town department.

LINKS:
http://www.manatee.nu/
http://www.seaworld.org/animal_bytes/manateeab.html
http://www.seaworld.org/manatee/conservman.html
http://www.standing-watch.org/news/Editorial%20Give%20boaters%20say%20before%20setting%20rul
http://endangered.fws.gov/

EDITOR'S NOTE:
manatee
Florida
endangered
marine mammal

WORLDVIEW

Culture Watch: The "Lost Boys"

1. Locate the Sudan on a world map. Who are this nation's "lost boys"? Before the boys came to the U.S., where did they live? Explain how the "ordinary seems extraordinary" to them in their new homeland.

2. How did Weiu react to his trip to the grocery store? What did he first think "cheese" was? What are some other sources of confusion for these young men? What does Becky Jordan do to help the boys adjust to life in Kentucky? What are the boys taught to help them achieve "the American dream"?

3. Where do the boys live? Who donated this home? How long do the boys have to find a job before beginning to repay the cost of their trip to the U.S.? Who is the oldest of the boys? What are his recollections of life in a refugee camp? For how long did he live there? When did he and others begin their journey from Southern Sudan? What happened to their parents? What happened to those children who never made it to Kenya?

4. According to Juli Anne Duncan, how does trauma that children experience in the absence of their parents affect those children, even as they become adults? What role did Ms. Duncan play in the boys' emigration to the U.S.? What strict conditions were imposed in order for them to come to the U.S.? What agencies and departments are trying to resettle other Sudanese refugee orphans?

5. With whom do James, Jacob, and Archangelo live? How has the experience changed Nicole Williamson? How are the boys doing in her care? Why does she worry about Jacob? What does Jacob want to be? How does he feel about his education? How do teachers and fellow students respond to these boys? How is the American school system a "shock" to the young men from Africa?

6. Although the boys are optimistic now, how might the reality of American life change their mood? Why is Becky Jordan concerned about them? According to the boys, what is most important to them after all they have been through?

7. How do the boys think think they will "survive America"? Ask students to consider that these boys, who came to the U.S. with nothing, may one day leave with the knowledge and power to improve

the quality of life in the Sudan. Before that could happen, what challenges and problems might they encounter in the U.S.? Generate a class discussion about the hardships new residents might experience in the U.S., and compare it to some of the things these young men experienced in Kenya and the Sudan over the past 10 years. Then, challenge each student to write a letter to one of the young men, offering words of encouragement and support for the new life he is trying to pursue.

8. The story of the "lost boys of the Sudan" is one of many tragedies of war, which takes its toughest toll on children. Divide your class into groups. Direct each group to research one current conflict anywhere in the world, and determine how it is impacting the lives of children. Have each group offer a formal report on its findings, including the parties involved in the conflict, the circumstances that led to the conflict, and how it is impacting the quality of life for children in that region. Ask students why, in spite of international agreements designed to protect the world's children, these conflicts continue to make children their most defenseless victims.

LINKS:
http://www.unicef.org/sowc96/closboys.htm
http://cbsnews.com/now/story/0%2C1597%2C247459-412%2C00.shtml
http://news1.thdo.bbc.co.uk/hi/english/world/africa/newsid_1015000/1015197.stm
http://news1.thdo.bbc.co.uk/hi/english/world/africa/newsid_606000/606936.stm
http://www.csmonitor.com/durable/2000/11/07/fp1s3-csm.shtml
http://www.unicef.org/sowc96/4uproot.htm

EDITOR'S NOTE:
Sudan
Kentucky
refugee camp
orientation
Ethiopia
Kenya
civil war
"lost boys"

NEWS CHRONICLE

Standardized Test Cheating

1. What is behind the push for standardized testing in U.S. schools? What is accountability? What "dark side" has emerged in response to the push for testing? How are administrators able to determine that these "irregularities" are, in fact, cases of cheating? According to Vincent Ferrandino, what effect is growing reliance on testing having on students and teachers?

2. Ask students: Do you think there is any justification for the instances of cheating seen in this video? Challenge students to think about the pressures they face in their educational experience. Pose this scenario to students: You have just learned that a very "reliable source" has a copy of an important test that you will be taking in the near future. Your performance on the test determines whether or not you will be promoted to the next grade. Would you consider looking at the test? Allow students a few minutes to think about their responses. Then, have them write journal entries indicating what they would do, and why.

LINKS:
http://www.childrenfirstamerica.org/DailyNews/00Feb/022500.html
http://www.usnews.com/usnews/issue/000612/cheating.htm
http://www.ncpa.org/pi/edu/pd071300f.html
http://www.naesp.org/comm/c0200.htm

EDITOR'S NOTE:
standardized test
accountability
cheating
irregularities
pressure
scandal
monetary
indicted

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CNN NEWSROOM Guide

June 26, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:50...01:30

Top Story ... 04:45...06:15
Teachers: Today's Top Story contains images that may disturb some students. Please preview.
-U.N. delegates examine the global impact of AIDS.
-One in ten people in South Africa is HIV positive.

Ask CNN: AIDS Cure ... 01:10...07:25
Why is the cure for HIV/AIDS taking so long to find?

DAILY DESK ... 00:30...07:55

Health Desk ... 02:10...10:05
A new therapy is being used to help kids with neurologically-based disabilities.

WORLDVIEW ... 00:30...10:35

Culture Watch ... 03:30...14:05
The Baha'i religion opens its spiritual center in Israel.

Political Front ... 03:00...17:05
The Taliban encounter international criticism over their dress code for Hindus.

Taking Care of Business ... 02:30...19:35
Britain welcomes the new and improved Mini.

NEWS CHRONICLE ... 00:25...20:00

Our World ... 03:15...23:15
CNN NEWSROOM's Michael McManus visits a ranch that gives disadvantaged young men a place to call "home."

Website Information ... 00:45...24:00
Information on the CNN NEWSROOM Daily Classroom Guide

Endangered Historic Site ... 03:00...27:00
The Carter G. Woodson home is an endangered historic site.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.N. AIDS Conference

1. How is the story of AIDS also a story about money? Where do the vast majority of those infected by HIV live? Why is the outlook especially grim for HIV/AIDS patients in this part of the world? What age group experiences the most deaths due to AIDS? What are the social and economic consequences of losing a generation of young adults to this disease? How could resulting political unrest in this part of the world affect other countries?

2. According to AIDS experts, what country could be "the next Africa"? What other countries and regions are experiencing increasing rates of HIV infection? What is the United Nations doing to address the threat of HIV?

3. What continent has the highest incidence of HIV infection? What percent of South Africa's population has contracted this virus? What challenges are healthcare workers in Soweto facing as they try to treat the seriously ill? What is a hospice? Why do you think there is only one hospice in Soweto? What social and economic factors further jeopardize the health of those in Soweto who are HIV positive? How has the South African government responded to the needs of HIV/AIDS victims? Why do you think the government has not met this challenge?

4. Challenge students to examine the global impact of AIDS and HIV by having them work in groups to research answers to these questions:
   - How is HIV/AIDS creating a "continent of orphans" in Africa?
   - What are the social implications of the loss of so many young African adults to AIDS?
   - How is AIDS, if not controlled, likely to affect the GNP of African nations?
   - How does ignorance and the social stigma surrounding AIDS further promote the spread of this disease in developing countries?

   After the research is complete, have each group create a flow chart or diagram that illustrates the global consequences of uncontrolled AIDS in developing nations. Have each group present its diagram and explain why students should be concerned about the global spread of HIV/AIDS.

5. Point out to students that HIV belongs to a class of viruses known as "retroviruses." Of what material are retroviruses composed? How do these viruses replicate and infect humans? Have groups of students learn more about HIV, including its structure and replication. Direct each group to create an illustrated biology or health glossary entry that explains the virology of HIV.

6. Teachers, here are related CNNfyi.com resources:
   "AIDS - 20 years later" lesson plan:
   http://fyi.cnn.com/2001/fyi/lesson.plans/05/30/aids/index.html

   . "South Africa AIDS Epidemic" lesson plan:
   http://fyi.cnn.com/2000/fyi/teacher.resources/lesson.plans/08/17/aids.haven/.

   "AIDS in Africa" backgrounder:
   http://fyi.cnn.com/fyi/backgrounders/aids.africa/stories/overview/.

   Here is a Classroom Project from HighWired.com:
   "The Difference between AIDS and HIV"
   http://www.highwired.com/Classroom/Project/0,2069,23713-80909,00.html.

LINKS:
http://www.cnn.com/SPECIALS/2001/aids/
http://www.iaen.org/
http://www.cnn.com/SPECIALS/2000/aids/
http://www.cnn.com/SPECIALS/2000/aids/stories/war.africa.aids/
http://news.bbc.co.uk/hi/english/static/in_depth/africa/2000/aids_in_africa/default.stm
http://www.aids.org.za/
http://www.aidsandafrica.com/

EDITOR'S NOTE:
HIV
AIDS
United Nations
Kofi Annan
Africa
orphan generation
antiretroviral
Soweto

DAILY DESK

Health Desk: Exercise Brain Treatment

1. What type of learning difficulty does Harriet have? What is the origin of her problem? What is "reflexive rehabilitation"? According to its proponents, what types of disabilities can be treated with this form of specialized exercise?

2. Use this opportunity to teach students about the nervous system and its functions. Divide students into small groups. Using their text or other resources, have each group choose one topic related to the nervous system, (e.g., the brain, spinal cord, the senses, neurons) and conduct research to learn more about that topic. Have each group teach its topic to the class.

3. Inform students that reflexive rehabilitation has been used to address many neurological disorders, including dyslexia, dyspraxia, ADHD, speech difficulties, enuresis (bedwetting), and borderline childhood autism. Refer students to multimedia resources, including the first link below, to prepare oral reports about the symptoms and treatments for these neurological disorders, including the use of reflexive rehabiliation. Have students share their findings and identify the pros and cons of using reflexive rehabilitation versus traditional treatments.

4. Teachers: For related information and activities, consult the CNNfyi.com "Your Brain" learning adventure at:
http://fyi.cnn.com/fyi/interactive/news/brain/index.html.

   EXTENSION: Point out that, in the video, we learn that some learning difficulties result from having missed a stage of neurological development during childhood. Refer students to the links below to review the latest research about learning and brain development, including the correlation between "neurological organization" and learning difficulties. Then, as a class, have students create a timeline that depicts some of the impairments that might occur from missing different stages of neurological development. After students discuss their findings, challenge them to suggest activities that teachers and parents might use to maximize children's learning experiences from birth through elementary school.

LINKS:
http://www.b-i-r-d.org.uk/home.htm
http://www.med.harvard.edu/AANLIB/home.html

http://pegasus.cc.ucf.edu/~Brainmd1/brain.html#table
http://muextension.missouri.edu/xplor/hesguide/humanrel/gh6115.htm
http://www.nncc.org/Child.Dev/child.dev.page.html
http://www.nacd.org/articles/ld.html

EDITOR'S NOTE:
reflexive rehabilitation
neurological development
learning disability
stroke

WORLDVIEW

Culture Watch: Israel Baha'i Temple

1. Where is the Baha'i faith opening its world center? Describe the temple and its grounds. What is Baha'ism? How and when did it get its start? What symbols and elements of design are exhibited in the new Baha'i center? What do these symbols and elements represent?

2. Who will be guiding visitors through the gardens? What does "universalist" mean? How is the Baha'i center an "oasis of serenity"? Is that the image one usually has when thinking about this region? Explain.

3. Use this opportunity to focus students on the world religions that have holy sites in the Middle East. Working in small groups, have students research these religions and learn more about the sites they perceive as sacred. Share students' findings. Introduce students to the political concept of "volatility." How does the presence of many religions, all claiming holy lands in the same region, contribute to the political volatility of this region? Do students think the addition of the Baha'i will promote understanding or volatility? Why?

LINKS:
http://www.mideastinfo.com/Religion/bahai.htm
http://www.bahai.org/
http://israeliculture.about.com/culture/israeliculture/library/weekly/aa041700b.htm?iam=dpile&terms=%

Political Front: Afghan Dress Code

1. For whom have the Taliban mandated a dress code? How are the Taliban responding to mounting international criticism over this policy? Why does this policy concern many around the world? What other recent action by the Taliban prompted an international outcry?

2. Why is the nation of India angry over the Taliban dress code for Hindus? What rationale are the Taliban offering for this dress code? Why won't other minorities, like the Sikhs, be required to wear separate clothing? What strict measures have the Taliban taken against Muslim men and women? Why are other Islamic countries even criticizing the Taliban? What strong ally of the Taliban is critical of the dress code?

3. Point out to students that, while international critics call the Taliban dress code a violation of human rights, the Taliban respond that there is a "propaganda drive" against them. Which do students think is the more accurate claim? Have groups of students investigate the Taliban, its rise to power, and its political system. Direct groups to share their findings. Then have each student write a brief essay offering evidence to support one of these two claims: Is the international community justified in its outrage, or are the Taliban victims of a propaganda drive?

LINKS:
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_144000/144382.stm
http://www.myafghan.com/
http://www.pbs.org/newshour/bb/asia/afghanistan/index.html
http://www.cnn.com/WORLD/9610/05/taleban/
http://www.taleban.com/

Taking Care of Business: Britain Mini Cars

1. What is the Mini? Where is it being re-introduced? Which automaker has created this model? How much will it cost? Why is it significant that the Mini will not be labeled as a BMW? Why is BMW producing this car? What fraction of car sales in Europe are made up by the Mini and Super Mini? What is the world's most lucrative car market? Do you think the Mini will be a hit with consumers in the U.S.? Why or why not?

2. Inform your students that the Mini, first launched in 1959, became a symbol of social revolution for many living outside North America. It was an answer for many looking for affordable transportation and became a symbol of the 1960s. Some are counting on the "retro" appeal of the Mini to enhance its marketability this time. Challenge your students, working in groups, to consider how modern consumer needs and concerns might mix with nostalgia to create a new spin on an old car model. Have each group choose one car model no longer in production and create a redesign of that car, capitalizing on current consumer wants and needs while maintaining the charm of the original model. Hold a classroom exhibit and have each group present its design. Could any of these models make a consumer comeback in the year 2001?

LINKS:
http://www.minis.ukf.net/
http://www.minis.ukf.net/history.htm
http://cars.about.com/autos/cars/library/weekly/aa0122011.htm?iam=dpile&terms=%2Bmini+%2Bcar

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EDITOR'S NOTE:
Baha'i
Haifa
universalist
Taliban
Afghanistan
Hindu
Muslim
Mini

NEWS CHRONICLE

Our World: Opportunity Ranch

1. How many young men live at the Maryland Sheriff's Youth Ranch? Why are they living there? What kinds of challenges have they faced in their young lives? According to the ranch's director, what is the mission of this facility?

2. How did the Maryland Sheriff's Youth Ranch get its start? What is the difference between being "reactive" and "proactive"? Which do you think is the more effective strategy for dealing with juvenile crime? Why?

3. What responsibilities do the residents of the ranch have? How would you describe the relationship between the residents and the staff? Why do you think group homes like this have been effective in steering young people away from failure and toward success?

4. Challenge your students to find out what kinds of proactive law enforcement efforts are underway in your community. If possible, invite a representative from one of these programs to speak to the class about this effort and the extent to which it has been successful.

LINKS:
http://www.youthranches.org/

Endangered Historic Site

1. Where is the Carter G. Woodson home? To what list was it recently named? What organization compiles this list? Why do you think the site is "both honored and shamed" to make this list?

2. Why is Carter G. Woodson a significant figure in U.S. history? Who is Irena Webster? What does she want to do with Woodson's home? Do you think this is an appropriate use of this site? Explain. What are some other sites on this year's list of endangered historic places? How many sites have been listed over the past 14 years? How many have been lost? What purpose do you think the endangered historic site list serves?

3. Direct students to the Internet and other resources to learn more about Carter G. Woodson and the effort to save his home. Divide the class into small groups. Have each group design a public awareness campaign to promote this effort. Have groups share their ideas. As a class, select the most creative campaign and use it to promote awareness at your school to save the home of the "Father of Black History."

4. Ask students whether they think historical sites are worth preserving. Point out that, across the United States, historical buildings, battlefields and monuments are endangered due to neglect, development, aging and the elements. What steps do students think should be taken to preserve the past and promote cultural heritage? Discuss.

LINKS:
http://www.nationaltrust.org/
http://www.artnoir.com/asalh/
http://www.artnoir.com/asalh/cgw.html

EDITOR'S NOTE:
Maryland Sheriff's Youth Ranch
disadvantaged
reactive
proactive
Carter G. Woodson
African-American history
endangered
National Trust for Historic Preservation

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CNN NEWSROOM Guide

June 27, 2001

Please note: There will be no program and guide next Wednesday, July 4, in observance of Independence Day in the U.S.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:50...01:30

Top Story ... 05:30...07:00
-Juvenile diabetes presents daily challenges to those affected by the disease.
-Sleep deprivation may contribute to diabetes.

DAILY DESK ... 00:30...07:30

Business Desk ... 02:00...09:30
Research and development of diabetes treatments boost drug companies' bottom lines.

Business Desk Extra: "Jock Tax" ... 02:40...12:10
Many U.S. states slap their income taxes on visiting athletes.

Website Information ... 00:45...12:55
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:30...13:25

Inside North America ... 04:20...17:45
Time seems to stand still on Monhegan Island.

Culture Watch ... 02:30...20:15
A teacher in East London translates the Bible into his students' "lingo."

Information Please ... 03:20...23:35
Economic sanctions are taking their toll on sanitation in Iraq.

NEWS CHRONICLE ... 00:25...24:00

Student Bureau ... 03:00...27:00
High school athletes face new pressures when they skip college to turn pro.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Juvenile Diabetes

1. Why are hundreds of children and some adult celebrities descending on Capitol Hill this week? By what other name is juvenile diabetes known? What is insulin? Where in the body is insulin produced? What hampers the production of insulin in people with Type 1 diabetes?

2. How old is Caithlin Madigan? From what disease does she suffer? What are some of her symptoms? How old was she when she was first diagnosed? What are some of the things she has to do every day to manage her diabetes? How does her family help her to manage her illness? According to Dr. Robert Goldstein, what is happening to the age of onset of Type 1 diabetes? How does Type 1 diabetes affect one's lifespan? What possible complications concern Caithlin?

3. What are the symptoms of diabetes? According to research by the University of Chicago, what is the connection between "short sleep" and diabetes? What did the research indicate about insulin sensitivity and lack of sleep? Why is failing insulin sensitivity a health hazard? Why do many experts believe that the demands of modern life will continue to fuel the diabetes epidemic?

4. Divide your class into three groups. Refer each group to the Internet and other resources to prepare a presentation about the symptoms, impact and treatment for either Type 1, Type 2, or gestational diabetes. After the presentations, have students create a list of the lifestyle factors that contribute to diabetes. Distribute copies of the list to each of your students. Have them use the list to assess their own lifestyles for diabetes risk factors. Ask students to monitor their lifestyles for one week. Then, instruct them to write summaries of their findings, and if necessary, propose ways to modify their lifestyles to decrease their risk of developing diabetes. Have students share their findings and discuss.

5. One of the reasons for the celebrity appearances before Congress is to lobby for increased funding for diabetes research, specifically, stem cell research. What is stem cell research, and why is it so controversial? Have students work in groups to learn more about stem cell research and the ethical issues it raises. Have groups share their findings. Ask students how they think congressional representatives should vote on the issue of stem cell research funding. Direct each student to write a letter to his/her congressional representative, encouraging him/her to vote for or against stem cell research funding, including the rationale for that position.

6. Teachers, for detailed definitions of the different types of diabetes, go to the Harcourt Academic Press Dictionary of Science and Technology at this website: http://www.harcourt.com/cgi-bin/apdst?term=diabetes.

7. What recent scientific discoveries may lead to new treatments for diabetes? Your students can learn more about some of these discoveries by checking out this Riverdeep.net site, "New Hope for Diabetics": http://www.riverdeep.net/teaching_the_news/news_2000/july/070500_diabetes.jhtml.

LINKS:
http://www.jdf.org/
http://my.webmd.com/condition_center/dia
http://www.cnn.com/2001/HEALTH/conditions/06/26/diabetes.hearing/index.html
http://www.cnn.com/2001/HEALTH/conditions/06/26/diabetes.sleep/index.html
http://www.nih.gov/news/stemcell/primer.htm
http://www.nih.gov/news/stemcell/
http://bioethics.gov/stemcell_exec_intro.htm

EDITOR'S NOTE:
juvenile diabetes
insulin
pancreas
islet cells
sleep deprivation
glucose tolerance
endocrine
metabolism

DAILY DESK

Business Desk: Diabetes and Business

1. What happened to diabetes research from 1950 until 1995? What new advances in diabetes treatment have been introduced since 1995? According to IMS Health, how much did the diabetes drug industry grow last year? What pharmaceutical companies have recently seen their businesses grow due to new diabetes drugs and treatments? What trends point to continued growth in this business?

2. Direct students to health professionals and the Internet to learn more about recent advances in the diagnosis and treatment of diabetes. Have students share their information with the class. Generate a class discussion about the process of research and development. Have students put themselves in the position of drug company executives: Why do these companies spend billions of dollars in the research, development, creation and testing of new medicines and treatments? Discuss how both the free market and the government create an economic climate conducive to conquering disease.

LINKS:
http://www.diabetes.org/main/application/commercewf
http://www.diabetesnet.com/
http://www.joslin.harvard.edu/

Business Desk Extra: "Jock Tax"

1. Which U.S. states do not tax income? Who is Alex Rodriguez? How much money does he make per year? Where does he live? Does this mean he doesn't pay any state income tax? Explain. How many U.S. states impose their income taxes on visiting athletes? For what purpose is this money usually earmarked?

2. According to the video, what is the general rule in income taxation? What is the reasoning behind "income is taxed where it is earned"? Do you agree or disagree with this rationale? Explain.

3. Challenge each student to select a professional sport played in the U.S. Have each student pretend he/she is a professional athlete in that sport. Direct students to conduct research to answer these questions:
    1. What U.S. states host games (or other forms of competition) in this professional sport?
    2. Among these states, which have income taxes? What are their rates of taxation?
    3. As a professional athlete, in which of these states would you likely have to compete the most in order to have the highest take-home pay? Why?

    Have students share their answers. Generate a class discussion about ways that some professional teams might "level the playing field" (no pun intended) and attract the best athletes, even if their states' rates of taxation are higher.

4. Does your state have an income tax? If so, challenge students to find out what the state's income tax rate is and how these funds are allocated. If not, direct your students to find out how your state raises the money it needs to generate services for its citizens. Have students present their findings in the form of charts or graphs.

LINKS:
http://www.irs.gov/
http://www.ctj.org/html/whopay.htm
http://www.taxfoundation.org/statefinance.html
http://www.taxfoundation.org/collectionsbytypeoftax.html

EDITOR'S NOTE:
diabetes drugs
oral insulin
research and development
therapy
state income tax
Alex Rodriguez
beneficiaries
local tax

WORLDVIEW

Inside North America: Monhegan Island

1. Where is Monhegan Island? How large is the island? What kinds of tourists are attracted to this spot? How do tourists get to this island? How many people inhabit the island?

2. How would you describe Monhegan to someone who's never seen it? How do most of its residents make their living? Who was Theodore Edison? What role did he have in preserving the island in its natural state? Why do you think so many artists are interested in Monhegan? What does the word "Monhegan" mean? How does the island live up to its name?

3. In this segment, we hear that many artists and writers are attracted to Monhegan Island. Challenge your students to consider using Monhegan as the backdrop for a short story, poem, song, painting, or other art form. Your students can learn more about the island via the websites below. Have students perform or present their creative expressions to the class.

LINKS:
http://www.monhegan.com/
http://lighthousegetaway.com/lights/monhegan.html
http://lighthousegetaway.com/lights/maine.html
http://www.briegull.com/Monhegan/mibooklet.html

Culture Watch: Cockney Bible

1. What is Cockney? Where would one hear it? Who is Mike Coles? What did he do to make the Bible more readable for his students? How have his students and the public responded to the Cockney Bible?

2. Why do you think the Cockney Bible comes with a glossary of Cockney rhyming slang? What are some examples of entries you might find in this glossary? How does Mike Coles feel about his book's success? What was his goal in publishing this book? Do you think it is appropriate to publish an important spiritual work like the Bible in slang? Why or why not?

3. Generate a class discussion about regional slang. What are some regionalisms or slang used in your country that may or may not be easily understood by others who speak the same language? Then, divide the class into small groups. Challenge each student to "translate" a short work, such as a poem (nursery rhymes work well for this activity), song lyrics, or short story, into local, regional, or even generational slang. Remind students that slang should not include vulgarity. Have each group

read its work in translation, and challenge the rest of the class to guess what is being said.

LINKS:
http://www.cockney.co.uk/
http://www.aldertons.com/
http://www.a-london-guide.co.uk/

Information Please: Iraq Sanitation

1. In what country is Basra located? What has happened to its sewage treatment plant? What problems prevent the plant from functioning efficiently? How is this affecting the quality of life in the Hussein District?

2. What are Iraqi officials blaming for the sewage crisis? What are international sanctions? What are the "digestors"? Why don't they work? Where is the sewage being diverted? How is this crisis affecting Basra's water supply? Why are some becoming water vendors?

3. What sanctions have been in place in Iraq? Why is the country the target of these economic sanctions? Have students work in groups to research the sanctions and the reasons why they have been imposed, in addition to the arguments for and against keeping them in place. Have groups share their findings. Discuss how the sanctions are impacting everyday life in Iraq. Ask: Is this deterioration of the quality of life a good argument for continuing or abandoning the international sanctions? Discuss.

LINKS:
http://usinfo.state.gov/regional/nea/iraq/iraq.htm
http://www.endthewar.org/
http://europe.cnn.com/2000/ALLPOLITICS/stories/09/28/senate.iraq/
http://www.looksmart.com/eus1/eus317829/eus317861/eus71532/eus62203/eus77662/eus591161/eus973

EDITOR'S NOTE:
Monhegan Island
Maine
Cockney
The Bible
slang
Iraq
lifting station
sanctions

NEWS CHRONICLE

Student Bureau: NBA Early Entry

1. Who are some of the professional basketball players who have had successful careers after jumping from high school to the NBA? How many high school players are expected to make this same jump this year? Who are some of these young stars? How will these young men be tested "on and off the court"?

2. Who is Shane Battier? Where did he play basketball for the past four years? How does he think this experience has benefitted him? What advantages might he and the other college athletes have over those just coming out of high school?

3. What do you think about high school athletes who turn professional without attending college? How do you think they stack up to those who have college experience, both on and off the court or field? If you were faced with the prospect of a very lucrative contract to play a professional sport

upon graduation from high school, what would you do? Why?

LINKS:
http://sportsillustrated.cnn.com/basketball/nba/2001/draft/
http://sportsillustrated.cnn.com/basketball/nba/2001/draft/high_school/

EDITOR'S NOTE:
NBA
draft
potential
maturity

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CNN NEWSROOM Guide

June 28, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:40...01:20

Top Story ... 05:00...06:20
-The Federal Reserve cuts interest rates by a quarter of a point.
-Wall Street waits for the benefits of the Fed's action.

Ask CNN: Federal Reserve Board ... 01:20...07:40
Who is on the Federal Reserve Board, and how are these people chosen?

DAILY DESK ... 00:30...08:10

Science Desk ... 03:00...11:10
Volunteers restore "the granddaddy of all caves" in Kentucky.

Science Desk Extra: Right Whales ... 02:30...13:40
Human action both endangers and protects the right whale.

WORLDVIEW ... 00:25...14:05

Inside North America ... 02:20...16:25
The changing demography of the U.S. has social implications.

Culture Watch ... 02:35...19:00
Working single moms get little "down time."

Our Planet: Japan Black Bear ... 03:35...22:35
Demand for traditional medicine threatens Japan's black bears.

Website Information ... 00:45...23:20
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...23:50

Brooklyn Baseball ... 03:00...26:50
Brooklyn welcomes its minor league team, the Cyclones.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Fed Rate Cut

1. What action did the Federal Reserve take on interest rates yesterday? What is the current federal funds rate? What does this number represent?

2. Who is Alan Greenspan? What did he and other Federal Reserve Board members cite as the reasons behind yesterday's quarter-point interest rate cut? Why were some disappointed in the Fed's action? How many times has the Fed cut rates in the last six months? Why are some economists glad that the Fed didn't cut the rate further? What is inflation?

3. What analogy is used in the video to explain the Fed's action? Do you think this "training wheels" analogy describes what the Fed is trying to do? Explain. What do experts think the Fed will do if the economy continues to deteriorate? According to the video, what is the "lag time" between Federal Reserve rate cuts and positive effects on the economy? How do some use the lag time theory to defend the Fed's most recent rate cut?

4. How has the stock market reacted to the Fed's interest rate cuts since January 3rd? Why does the market sometimes react negatively, rather than positively, to these cuts? Before yesterday's cut, how many times had the Fed cut interest rates six times in a row? In general, when do the positive effects of these cuts seem to appear?

5. What is the Fed? What is the source of the Federal Reserve's power? Use this opportunity to introduce your students to monetary policy in the U.S. Have them work in groups to research the Federal Reserve, its power and role in establishing monetary policy, and share their findings. Discuss why, although the U.S. economic system is defined as "free market," there is a need for government intervention in the economy. To what extent is the Fed involved in the health of the economy? How? Discuss.

6. Direct your students, working in groups, to conduct research to learn how Federal Reserve action impacts consumers. Have each group use its information to create a diagram or flow chart that illustrates the relationship between Federal Reserve monetary policy and consumer action, specifically in the area of interest rates. Remind groups to use terms such as "federal funds rate," "discount rate," and "prime rate" in their visual explanations.

7. Here are related classroom projects: Harcourt's "Stock Market Game":
http://www.harcourtcollege.com/finance/students/bkstock.htm

   and

   HighWired.com's "Protecting Prices: The Federal System and Monetary Policy":
http://www.highwired.com/Classroom/
Project/0,2069,23713-68149,00.html.

   Here's a CNNfyi.com lesson plan on Fed interest rate cuts:
http://fyi.cnn.com/2001/fyi/lesson.plans/
05/15/rates.debt/index.html.

LINKS:
http://www.federalreserve.gov/
http://cnnfn.cnn.com/2001/06/27/economy/fed/
http://cnnfn.cnn.com/news/specials/eyes_on_fed/
http://cnnfn.cnn.com/2001/01/31/investing/q_cut/

EDITOR'S NOTE:
Federal Reserve Board
federal funds rate
interest rate
recession
monetary policy
Alan Greenspan
inflation
Wall Street

DAILY DESK

Science Desk: Cave Restoration

1. Who is Norm Rogers? With what organization have most of the volunteers for the Echo River Restoration project been affiliated? What is their primary goal? What are some factors that are causing many species in the underground Echo River to become endangered?

2. What are some reasons for dismantling the tourist walkway? Why does the National Park Service rely on volunteers? How are the volunteers equipped? Why do you think people will work long hours in the cold to restore the caves? What procedures do the volunteers follow for removing the wood? How much labor have the volunteers donated?

3. It has been said that caves are one of the most fragile ecosystems in the world. Using the websites below, have students create 2-3 minute speeches defending or refuting this statement. Students may include which animals are affected, information found in the caves about ancient people and their cultures, and how what happens on the surface affects the subsurface or structure of the cave.

4. Divide the class into small groups. Direct each group to identify a specific cave and conduct research to learn more about its ecological and historical value. Challenge each group to write a grant proposal to restore the cave to its natural state.

5. Teachers, check out this Riverdeep.net activity on caves: http://www.riverdeep.net/teaching_the_news/news_2001/jan/011701_caves.jhtml.

LINKS:
http://www.worldbook.com/fun/ssystem/earth/html/speleology.htm
http://www.nps.gov/maca/
http://www.caves.org/committee/education/
http://www.usgs.gov/education/learnweb/caves/cvanimal.htm
http://www.utexas.edu/depts/tnhc/.www/biospeleology/

Science Desk Extra: Right Whales

1. What dubious distinction do right whales own among great whales? What kind of whale is entangled off Massachusetts? How did right whales get their name? Why do you think the reporter calls them the "urbanites" of the whale world? Where does their annual migration take them?

2. What is the right whale's only predator? How does human action both hurt and help the right whale's prospects for survival?

3. Refer groups of students to library resources and the Internet to learn more about the right whale, including its habitat, migratory patterns, why it is an endangered species, and what is being done to preserve the species. After students present their findings, ask: Do you think it is important to protect right whales? Why or why not? In your opinion, have the efforts to protect this endangered species been effective? Explain. Then, have students compile their information and create a

multimedia exhibit for your school's library to educate others about the right whale and the importance of whale conservation.

LINKS:
http://www.rightwhale.noaa.gov/
http://www.dti-web.com/ecosystems/
http://whale.wheelock.edu/Welcome.html

EDITOR'S NOTE:
speleology
cave restoration
volunteer
right whale
endangered
Massachusetts
migration
mammal

WORLDVIEW

Inside North America: U.S. Census

1. According to the latest U.S. Census Bureau data, what percentage of all households is comprised of one person, living alone? How did the number of single-parent families grow compared to that of traditional, two-parent families?

2. What are some of the social implications of the Census Bureau findings? What are some of the downsides, especially for children? Are there any positive sides to these findings? Explain. What does this data suggest about aging in America? How does the re-forming of social groups affect consumption?

3. Has your state or region changed over the past decade? Challenge your students, working in groups, to investigate Census Bureau data statewide or locally to determine how the population has changed. Have each group of students focus on one aspect of the demographic picture, such as ethnicity, age and level of education. Have each group present its information graphically. Combine all groups' efforts to create a demographic profile of your state or community. Who might be interested in this kind of information, and why?

LINKS:
http://www.howstuffworks.com/census.htm
http://www.census.gov/
http://www.ameristat.org/
http://www.aoa.dhhs.gov/

Culture Watch: Census Working Moms

1. What ritual do Jodi DeLibertis and her daughter experience every workday? How much more common is this ritual now than it was a decade ago? According to DeLibertis, what is the biggest challenge she faces as a single mom?

2. According to the video, approximately how many women with college degrees are raising children alone? Aside from the financial obligations, how do these women "pay the price" for this lifestyle? Why won't Jodi DeLibertis go to law school? What changes have occurred in the workplace that help the plight of single mothers? What aspects of the business world work against them?

3. Ask students to interview single moms they know to learn more about the challenges they face.

What issues involving child care, work hours, stress, and "free" time do they encounter on a daily basis? Have students share their findings with the class, and discuss how efforts to help working single moms would benefit society as a whole.

LINKS:
http://www.momsrefuge.com/single/
http://www.singlemoms.org/
http://www.census.gov/

Our Planet: Japan Black Bear

1. According to the video, which Asian nation is now the only one with a sizeable population of black bears? Why are many of these bears being killed? What value does the black bear hold to pharmacists dealing in traditional Asian medicines?

2. What are scientists doing in an effort to protect the black bears? Officially, how many bears are hunted and killed in Japan each year? Why do conservationists believe that this number is actually much higher? How have international trade restrictions impacted China's bear trade? How have the Japanese public and government responded to the call to protect Japan's bears? Why do you think there is little concern?

3. Point out to students that the black bear trade is a lucrative one. According to Asiaweek.com, a single gall bladder from a wild bear can sell for up to $18,000. Yet the practice of harvesting these bear organs is seen by many as inhumane, and threatens to wipe out the species. Ask students to consider how they would make Japan's public aware of the black bear trade and its consequences. Divide the class into groups. Have each group research this issue and create a 1-2 minute PSA designed to make the Japanese public aware of what is happening. Have each group videotape or present its PSA. Discuss how greater public awareness could lead to government action.

LINKS:
http://www.animalsasia.org/
http://www.asiaweek.com/asiaweek/97/1003/feat2.html
http://www.time.com/time/asia/asiabuzz/2000/08/11/

EDITOR'S NOTE:
demographer
single parent families
census
single mom
college degree
traditional medicine
bear bile
extinction

NEWS CHRONICLE

Brooklyn Baseball

1. Where is the home of Minor League Baseball's Cyclones? What Major League Baseball team represented Brooklyn half a century ago? Who were some of the great players of the Brooklyn Dodgers? Who is Roger Kahn? Why is he offended by the notion that "baseball is back in Brooklyn"? How do Brooklyn Cyclone fans respond to Kahn's view?

2. How have Brooklyn's fans taken to their new team? Where does the team play its home games? Why are many hoping the team will help to rejuvenate Coney Island? How could the Cyclones be good for the local economy? In what other ways might a sports team, like the Cyclones, boost the

community?

3. Have students conduct research to learn how the growth of Minor League Baseball has led to urban development in some host cities. Share student findings. Ask: How does a city profit from the existence of a facility like a stadium, both in terms of jobs and tax revenues? What other business opportunities often develop near a centrally-located sports arena? Discuss.

4. Generate a class discussion about baseball as a part of American culture. As an example of how ingrained baseball is in American culture, students might want to consider all the baseball terms and expressions that are used in everyday speech. Challenge students to describe how they might explain the game of baseball (and some of its terminology) to students from other countries who have never seen it.

LINKS:
http://www.pagelinx.com/cyclones/
http://www.minorleaguebaseball.com/pagetemplate/Home.asp?pageid=15

EDITOR'S NOTE:
Brooklyn
Cyclones
Dodgers
Coney Island
"The Boys of Summer"
economic development

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CNN NEWSROOM Guide

June 29, 2001

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:40...01:20

Top Story ... 05:45...07:05
-A federal appeals court overturns the decision to break up Microsoft.
-Both the Justice Department and Microsoft are declaring victory.

DAILY DESK ... 00:30...07:35

Editor's Desk ... 05:50...13:25
Knowledge about cybercrime is becoming another necessary life skill.

WORLDVIEW ... 00:10...13:35

Milosevic Extradited ... 00:40...14:15
Slobodan Milosevic has been extradited to The Hague.

One World Habitat ... 03:00...17:15
The Okavango River ecosystem is a regional concern.

Artistry in Action ... 03:00...20:15
A new movie presents a timeless story.

Culture Watch ... 03:00...23:15
Special effects enhance the animation in "Shrek".

NEWS CHRONICLE ... 00:25...23:40

Special Series ... 03:30...27:10
CNN NEWSROOM's Jason Bellini travels to Tuscon to introduce us to a group of kids at Skrappy's.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Microsoft Ruling

1. What ruling was issued by a federal appeals court yesterday in the Microsoft case? What was the

predominant factor in the appeals court's ruling? What part of the previous ruling remains intact? How did Microsoft Chairman Bill Gates react to the appeals court decision? What is the next step in this judicial process? For how long has the legal battle between the government and Microsoft been going on?

2. Who was the district court judge that made the previous ruling in the Microsoft trial? What ruling did Judge Jackson make? What is a "predatory monopolist"? Why did the case next go to the court of appeals? What was significant about the court of appeal's treatment of this case? What arguments did the government and Microsoft each make before the court of appeals? What aspects of Judge Jackson's professional conduct were questioned by the jurists?

3. Compare the reactions of Microsoft and the Justice Department to the latest ruling in the Microsoft case. Why are many observers saying that an out-of-court settlement could be on the way? What action by some states could complicate any deal between the federal government and Microsoft? Why?

4. As they watch this story, students by the find the different kinds of courts in the U.S. Ask students to work in groups to learn more about the different courts within the U.S. judicial system, their differing procedures, and the role each plays in the pursuit of justice. Have each group of students offer a presentation that explains how the Supreme Court, the courts of appeals, district courts, and lower courts all function within the judicial branch.

5. Refer students back to the video, and ask them to recall the appeals court's view of Judge Jackson's post-trial comments regarding Microsoft. Why do students think the court saw the judge's comments as inappropriate? Point out that the symbol of "justice" is portrayed as blindfolded, indicating that justice is "blind," or objective. What are some ways that the U.S. judicial system pursues this objectivity? For a lesson plan that addresses fairness in the judicial process, check out this one from CNNfyi.com: http://fyi.cnn.com/2001/fyi/lesson.plans/06/28/microsoft/index.html.

LINKS:
http://cnnfn.cnn.com/2001/06/28/technology/microsoft_appeal/
http://www.uscourts.gov/
http://www.microsoft.com/

EDITOR'S NOTE:
Microsoft
U.S. Justice Department
court of appeals
district court
U.S. Supreme Court
antitrust
monopoly
Bill Gates

DAILY DESK

Editor's Desk: Cybercrime

1. Who is Andrew Pfeffer, and what did he win? Why do students know so much more than their parents about the Internet? Do you know more about the Internet than your parents? Give examples. What types of Internet crimes does the story discuss? What main points of advice does Pfeffer give concerning cybercrime?

2. How do computer viruses spread? What is a "worm"? Explain the cause and effects of the "I love

you" virus. Of what other computer viruses are you aware? Have you ever gotten a virus on your computer? If so, what did you do? What do you do to protect your computer from viruses? If you have ever fallen victim to an e-mail virus or other Internet crime, did you report it? If so, to whom did you report it? If not, why not?

3. How does one commit stock fraud on the Internet? Why did the fraud work so well for 15-year old Jonathan Lebed? Do you open e-mails from people with whom you are not familiar? Why or why not? What steps do you take to be assured that resources you use on Internet sites are accurate and reliable?

4. Explain "identity theft." Do you think that people besides famous celebrities fall victim to this Internet crime? Discuss. How do you think people can protect themselves from this cybercrime?

5. Divide students into three groups, and assign each group one of the following to research: types of cybercrimes, ways to protect themselves from Internet crime, or ways to report such crimes. Within their groups, students can find various information and research it further research. Have each group present its findings to the class. Then have the class create posters or tri-fold cardboard charts that present the crimes, how to avoid them, and how to report them. Display this presentation in the media center where other students can learn from the information.

LINKS:
http://www.nclnet.org/
http://www.cnn.com/2000/TECH/computing/03/09/internet.crime/
http://www.usdoj.gov/criminal/cybercrime/reporting.htm
http://news.cnet.com/news/0-1007-200-3347989.html
http://www.ticic.state.tn.us/
http://internet.ggu.edu/university_library/spam_scam.html
http://dmoz.org/Computers/Internet/Abuse/

EDITOR'S NOTE:
cybercrime
computer virus
"worm"
stock fraud
identity theft

WORLDVIEW

Milosevic Extradited

1. Who is Slobodan Milosevic? Why has he been sent to The Hague? When did he allegedly commit these crimes? Who turned him over to the War Crimes Tribunal? What is significant about his upcoming trial?

2. Teachers: For a CNNfyi.com lesson plan on "Milosevic's Next Fight" please go to: http://www.cnn.com/2001/fyi/lesson.plans/04/03/milosevic.trial.da/index.html.

LINKS:
http://www.cnn.com/SPECIALS/2001/milosevic/
http://www.cnn.com/2001/WORLD/europe/06/28/milosevic.court/index.html
http://www.un.org/icty/

One World Habitat: Okavango Park

1. What is Africa's fourth largest river? In what part of the continent is the Okavango located? Where does the Okavango begin? Through what countries does it travel?

2. How are political boundaries among these nations causing problems for the wildlife of the Okavango? Why do the fences exist? What are conservationists urging in order to help the migrating animals of the Okavango Delta? What is a "transfrontier park"? Why will it be necessary for the countries of this region to work together to save the Okavango ecosystem?

3. In the video, we hear that the countries of the Okavango Delta should work together "to preserve their common ecological heritage." Ask students what they think this means, and what constitutes a region's "ecological heritage." Then have students work in groups to learn more about the ecology of the Okavango and its biological and economic benefits for humans. Discuss how biodiversity and ecotourism in the Okavango benefit the countries in this region.

   EXTENSION: Have groups of students create radio PSAs promoting conservation and cooperation among the nations of the Okavango Delta.

LINKS:
http://irn.org/programs/okavango/
http://www.okavango-safaris.com/
http://encarta.msn.com/find/Concise.asp?ti=06F74000

Artistry in Action: "Shrek" Overview

1. Who are some of the characters in "Shrek"? What kind of movie is "Shrek"? Who are the members of its cast? What is the message of this movie? Why is it significant that "Shrek" was in competition for the main prize at the Cannes Film Festival?

2. Although "Shrek" is an animated movie, many moviegoers of all ages have given it positive reviews. Ask students what they would consider the theme of this movie. Discuss how some themes allow movies to appeal to a wide audience. Point out that, even though some movies may be produced in different cultures and for various audiences, universal themes give them appeal that transcends demographics. As a class, brainstorm a list of universal themes (e.g., "good vs. evil," "love conquers all"). Write these themes on the board. Challenge each student to watch one film that appeals to a wide audience (i.e., different age groups, different cultures). Have each student write a critical analysis of his/her chosen film, explaining its universal theme(s) and why different audiences responded positively to it.

LINKS:
http://www.upcomingmovies.com/shrek.html
http://www.shrek.com/

Culture Watch: "Shrek" Effects

1. Who were some of the professionals that brought "Shrek" to life? How long did it take to create this movie? What does the film's director mean when he says that, "The whole film is...a special effects shot"? What are special effects?

2. What was the filmmakers' first priority? How was the facial system for each of the movie's characters created? What other kinds of details make this animation "revolutionary," according to the film's producer?

3. Based on students' experiences, discuss the question: In what ways would you say that computerized special effects have revolutionized the media industry? Ask students to give examples to compare these techniques with those they have seen on older films, and to compare

and contrast the usefulness of new techniques. Challenge them to predict how new technologies might affect media.

4. Using multimedia resources, have students research the history of motion pictures. Have students write a report on one of the following issues: How movies have influenced U.S. culture; the role and impact of technology in the motion picture industry; or how the movie viewing experience has changed over the years. Have students share their reports with the class.

LINKS:
http://www.animationartist.com/htm/homeset.htm
http://arttech.about.com/hobbies/arttech/cs/specialeffects/index.htm?iam=dpile&terms=%2Banimation+%

EDITOR'S NOTE:
Slobodan Milosevic
The Hague
extradite
war crimes
Okavango River
ecosystem
"Shrek"
special effects

NEWS CHRONICLE

Special Series: Border to Border: Skrappy's

1. Where is Skrappy's? How is it like other clubs for teenagers? What makes it different from most? How does it stay open? Who are Kathy and Bill Wooldridge? Why does Kathy refer to their club as the "weekend dad"? What kind of atmosphere does the club have? What kind of lifestyle does the club try to promote?

2. Who is Matt McCord? What does he think about Skrappy's? How does he feel about Kathy and Bill? What evidence from the video demonstrates Kathy and Bill's dedication to the club? Why do you think so many teens are comfortable hanging out at Skrappy's?

3. Is there a place in your community where kids congregate? If so, where is it? Why do they go there? If this is a place where kids are welcome, how is it financed? If there is no such place in your community, do you think one is needed? How might a teen club or center be established where you live?

EDITOR'S NOTE:
Skrappy's
lobbied
curfew
abstaining

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